

# **EQAO PROFILE ON STUDENT ACHIEVEMENT, 2012**

**September 18, 2012**

York Catholic District School Board

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**ASSESSMENT OF READING, WRITING AND MATHEMATICS,  
PRIMARY DIVISION (GRADES 1-3) AND JUNIOR DIVISION (GRADES 4-6)**

**GRADE 9 ASSESSMENT OF MATHEMATICS**

**ONTARIO SECONDARY SCHOOL LITERACY TEST**

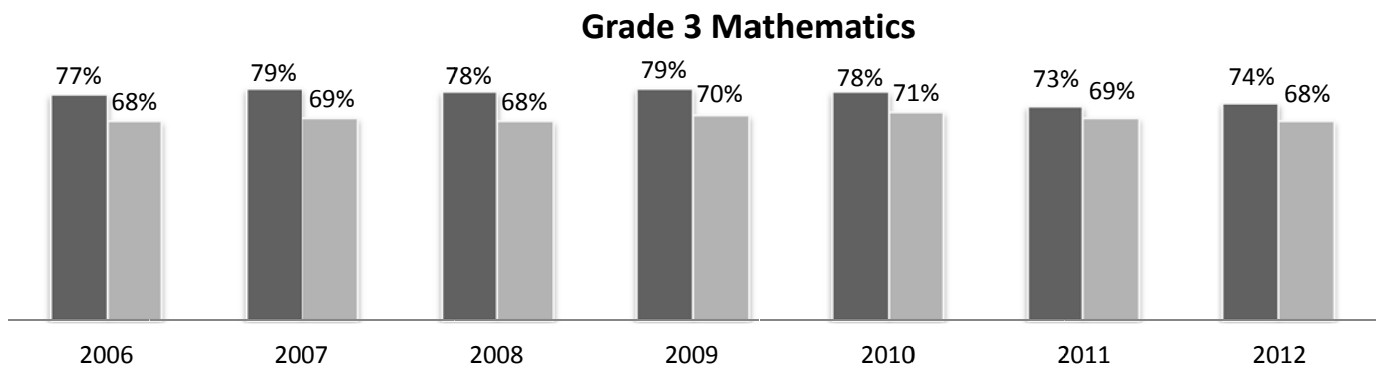
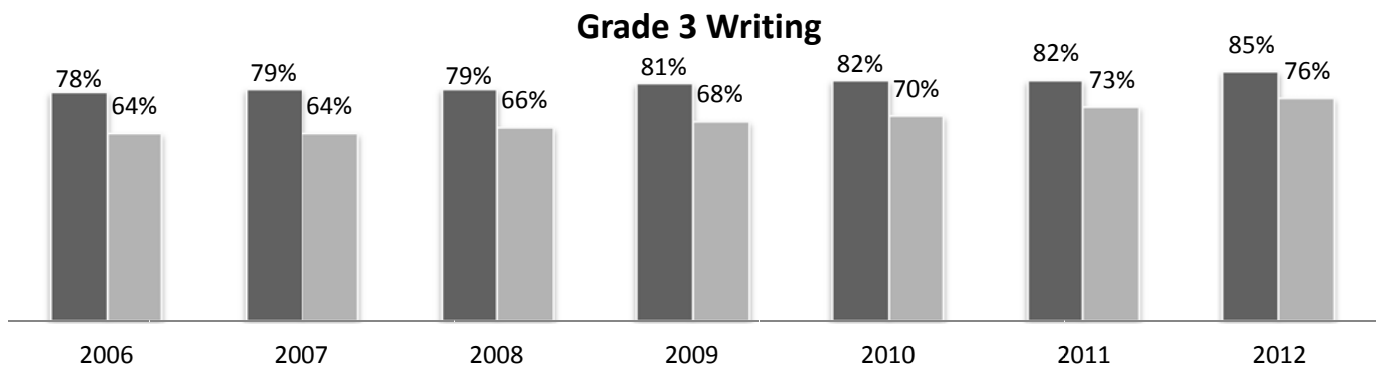
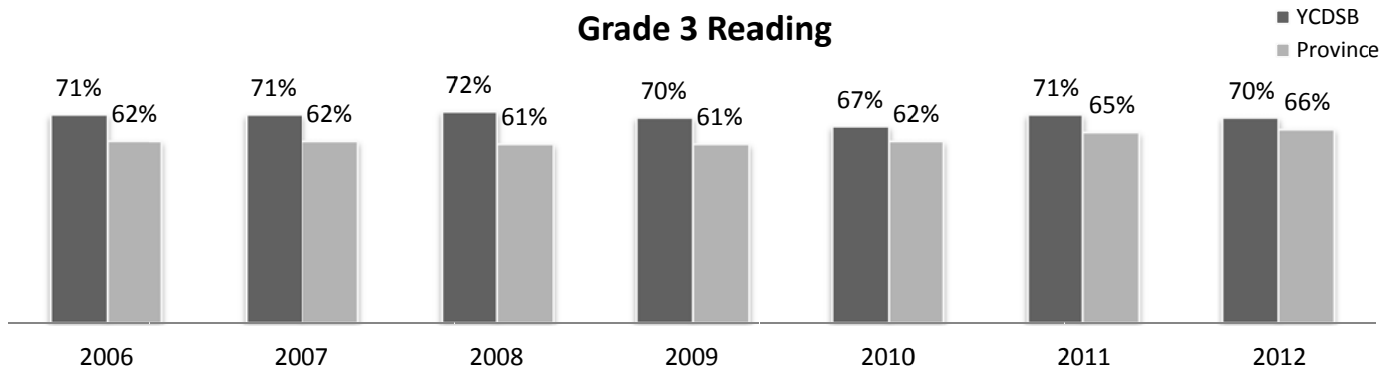
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**EXECUTIVE SUMMARY**

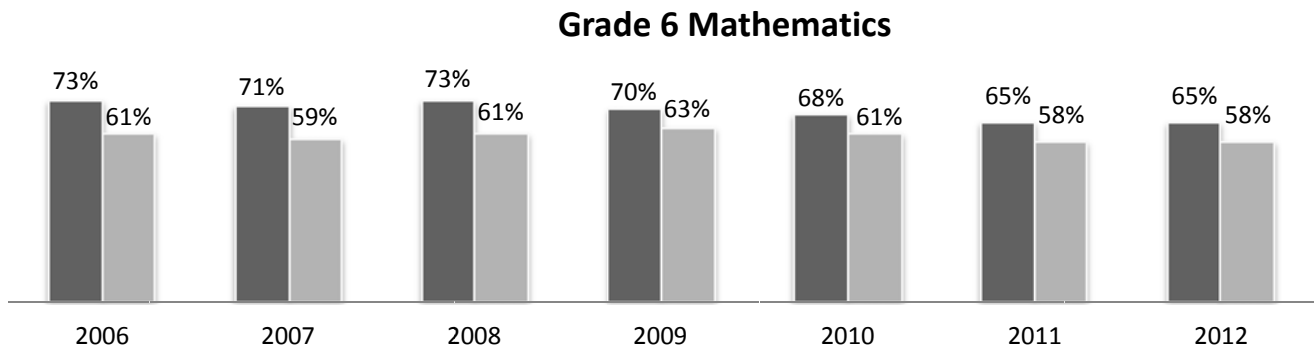
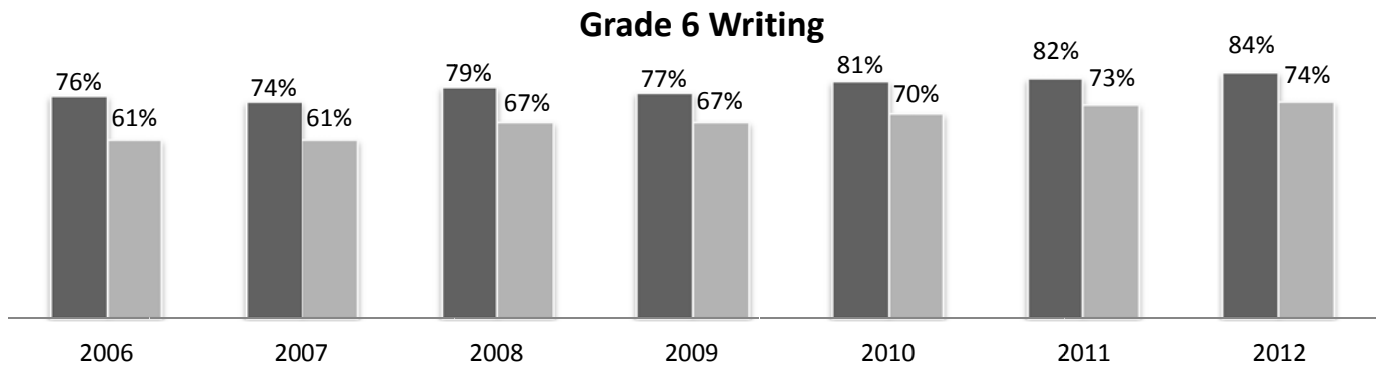
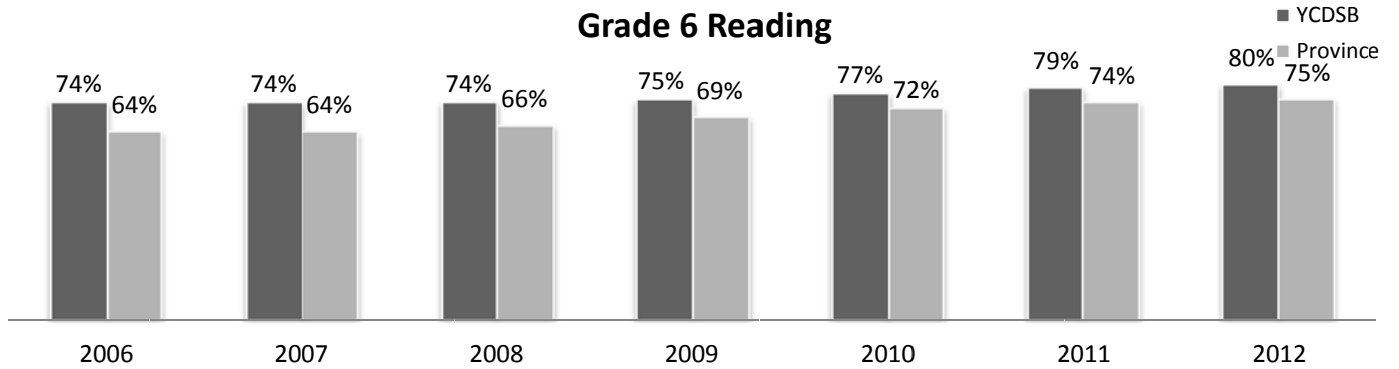
**Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3)**

- 3,723 Grade 3 students were eligible to write the test from May 23 to June 6, 2012.
- The primary division assessment is based on *The Ontario Curriculum, Grades 1–8*.
- This year, over two-thirds of the Grade 3 students in the board achieved the provincial standard in reading (YC: 70%), compared to four-fifths of students who achieved the standard in writing (YC: 85%) and three-quarters who achieved the standard in mathematics (YC: 74%). This represents an improvement from the previous year in writing (+3%) and mathematics (+1) and a small decrease in reading achievement (-1%).



## Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6)

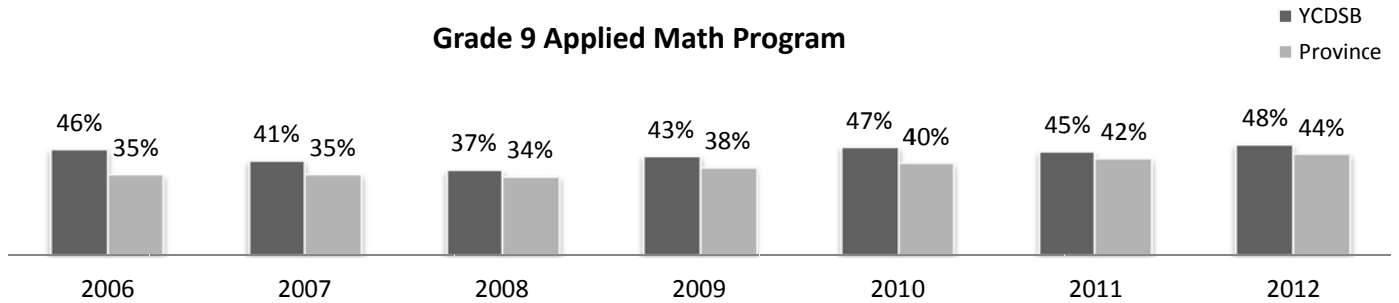
- 3,872 Grade 6 students were eligible to write the test from May 23 to June 6, 2012.
- The junior division assessment is based on *The Ontario Curriculum, Grades 1–8*.
- This year, four-fifths of the Grade 6 students in the board achieved the provincial standard in reading (80%) and writing (84%) compared to two-thirds of these students who met the standard in mathematics (65%). This represents an improvement from the previous year in reading (+1%) and writing (+2%) and no change in mathematics achievement (+0%) from the previous year.



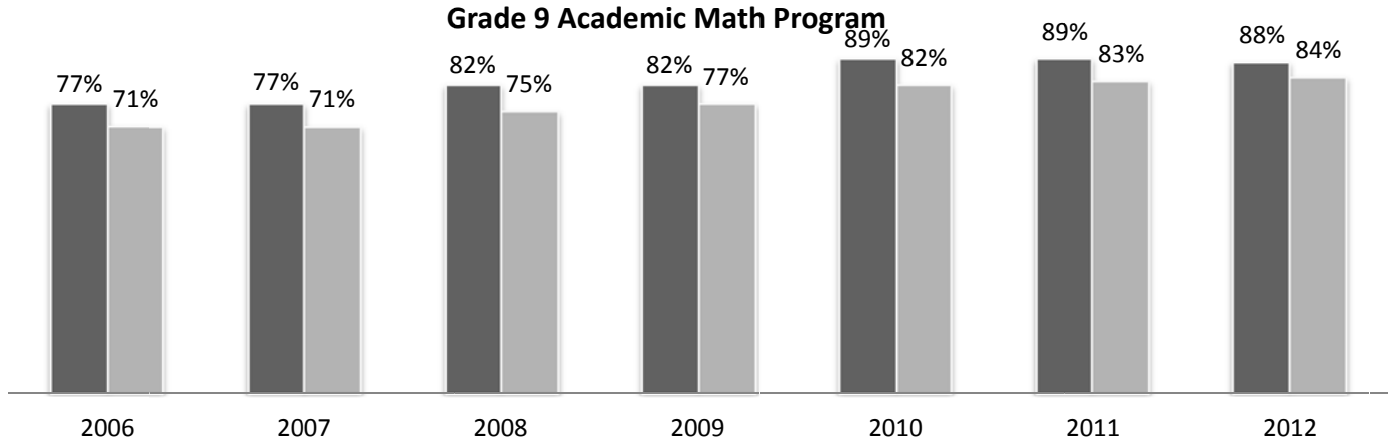
## Grade 9 Assessment of Mathematics

- 3,580 students in the academic course and 929 students in the applied course were eligible to write the test between January 5 to January 27 and May 31 to June 15, 2012.
- The Grade 9 assessment is based on *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
- This year, more than four-fifths of Grade 9 students in the board achieved the provincial standard in the academic math program (88%) while almost half of the students in the applied math program (48%) achieved the standard.

### Grade 9 Applied Math Program



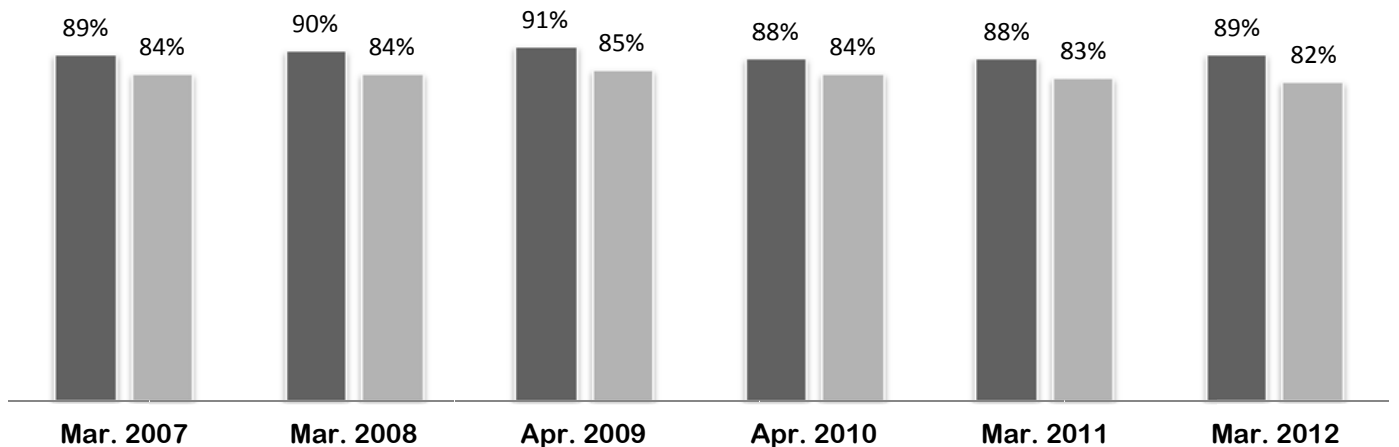
### Grade 9 Academic Math Program



## Ontario Secondary School Literacy Test

- Students who entered Grade 9 during the 2010/2011 school year and any others who joined this cohort, as well as students who were not successful during a previous test wrote the test for the first time on March 29, 2012.
- The OSSLT is one of thirty-two requirements of the Ontario Secondary School Diploma (OSSD).
- This year, of the 4,424 students who were eligible to take the test for the first time, 97% actually wrote the test and the rest were absent or deferred from writing the test.
- Of the 4,309 first-time eligible students in the Board who wrote the test, 89% were successful in passing the test compared to 82% province-wide.

### Ontario Secondary School Literacy Test



**Student Achievement on the 2011-2012 EQAO Assessments**

	<b>Grade 3</b>	<b>Grade 6</b>	<b>Grade 9 Applied Math</b>	<b>Grade 9 Academic Math</b>	<b>OSSLT</b>
<b>Number of Students Expected to Write the Assessments</b>	3,723	3,872	929	3,580	4,424
<b>Participating Students</b>	98%	98%	97%	100%	97%
<b>No Data</b>	<1%	<1%	3%	<1%	1%
<b>Exempt</b>	2%	1%	n/a	n/a	34
<b>Students achieving at or above the Provincial Standard (Levels 3 &amp; 4)</b>					<b>Students passing the OSSLT (≥ 300/400)</b>
<b>All Students</b>	R = 70% (-1%) W = 85% (+3%) M = 74% (+1%) (n=3723)	R = 80% (+1%) W = 84% (+2%) M = 65% (+0%) (n=3872)	48% (+3%) (n=929)	88% (-1%) (n=3580)	89% (+1%) Fully Participating (n = 4424)
<b>Females</b>	R = 76% (-1%) W = 91% (+3%) M = 75% (+2%) (n=1813)	R = 85% (+1%) W = 91% (+1%) M = 67% (+0%) (n=1842)	49% (+7%) (n=382)	88% (-1%) (n=1859)	91% (+1%) Fully Participating (n = 2224)
<b>Males</b>	R = 65% (+0%) W = 78% (+2%) M = 73% (+0%) (n=1871)	R = 76% (+2%) W = 78% (+3%) M = 64% (+1%) (n=2031)	47% (-1%) (n=547)	89% (-1%) (n=1721)	86% (+1%) Fully Participating (n = 2200)
<b>English Language Learners</b>	R = 44% (-9%) W = 60% (-11%) M = 54% (-3%) (n=70)	R = 49% (-6%) W = 53% (-11%) M = 53% (+11%) (n=47)	46% (+22%) (n=13)	88% (+10%) (n=25)	67% (+6%) Fully Participating (n = 92)
<b>Students with Special Education Needs (excluding gifted)</b>	R = 26% (-2%) W = 52% (+5%) M = 37% (+3%) (n=458)	R = 44% (+5%) W = 49% (+9%) M = 24% (+1%) (n=584)	36% (+4%) (n=371)	76% (+1%) (n=168)	60% (+3%) Fully Participating (N=607)
					Academic 95% (-1%) (N = 3706) Applied 53% (+1%) (N = 571) LDCC 24% (-10%) (N = 50) ESL/ELD 55% (+7%) (N = 77)

## PRIMARY AND JUNIOR DIVISION ASSESSMENTS

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The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) conducted annually by the Education Quality and Accountability Office (EQAO) measure student achievement of the provincial curriculum expectations, in reading, writing and mathematics. The assessments test what students know and how well they apply their knowledge and skills in everyday situations by requiring students to read and respond to passages, to write, and to solve mathematical problems.

In the reading component, students are required to read and respond to a variety of fiction and non-fiction texts including narrative text, non-narrative text, poetry and non-continuous text (e.g., poster, brochure or recipe). Students are assessed on how well they use various reading strategies and conventions and how effectively they demonstrate an understanding of concepts, inference and connecting ideas.

In the writing component, students are asked to use a range of writing forms and to write for different purposes. Students are assessed on how well they use writing strategies and language conventions in short- and long-writing tasks and how effectively they understand assigned tasks, organize ideas and communicate with the reader.

In the mathematics component, students are asked to solve problems, apply concepts and procedures and explain how they arrive at their answers. Students are assessed on their knowledge and understanding of the five categories – number sense and numeration, geometry and spatial sense, measurement, patterning and algebra, and data management and probability.

### Reporting Student Achievement

Student achievement on the provincial assessment is reported on an assessment scale that reflects the four achievement levels in *The Ontario Curriculum*.

- Level 4 identifies achievement, within the provincial curriculum, that is **above** the provincial standard.
- Level 3, the **provincial standard**, identifies a high level of achievement of the provincial expectations and is equivalent to 70 percent (a “B”) or higher.
- Level 2 identifies achievement that is **below, but approaches**, the standard.
- Level 1 identifies achievement that falls **below** the provincial standard.

EQAO reports the results in two ways to ensure that schools with large numbers of students receiving special education support or with a high percentage of sick or absent students are not penalized. “All Students” includes all children who were eligible to participate in the assessment while “Participating Students” includes only those students who actually wrote the assessment.

EQAO requires that schools and boards present the information using “All Students” to ensure consistency of reporting across the province. As a result, achievement results in this report are reported as a percentage of all students in the grade, including students who were ‘exempt’, those who took part in the assessments but did not provide any data (‘no data’) and students whose responses could not be assigned a level (‘below level 1’).

Exemptions were permitted in the area of reading and mathematics, with the consent of the parent/guardian, in individual cases where a student was deemed unable to respond to the assessment in any way or it was determined that s/he would be adversely affected by participating. In specific situations, teachers were allowed to provide accommodations for students, to participate in the assessments, which were consistent with regular classroom practice. Students who received one or more accommodations to write the test included students with an Individual Education Plan, students designated as English Language Learners and students receiving special permission.

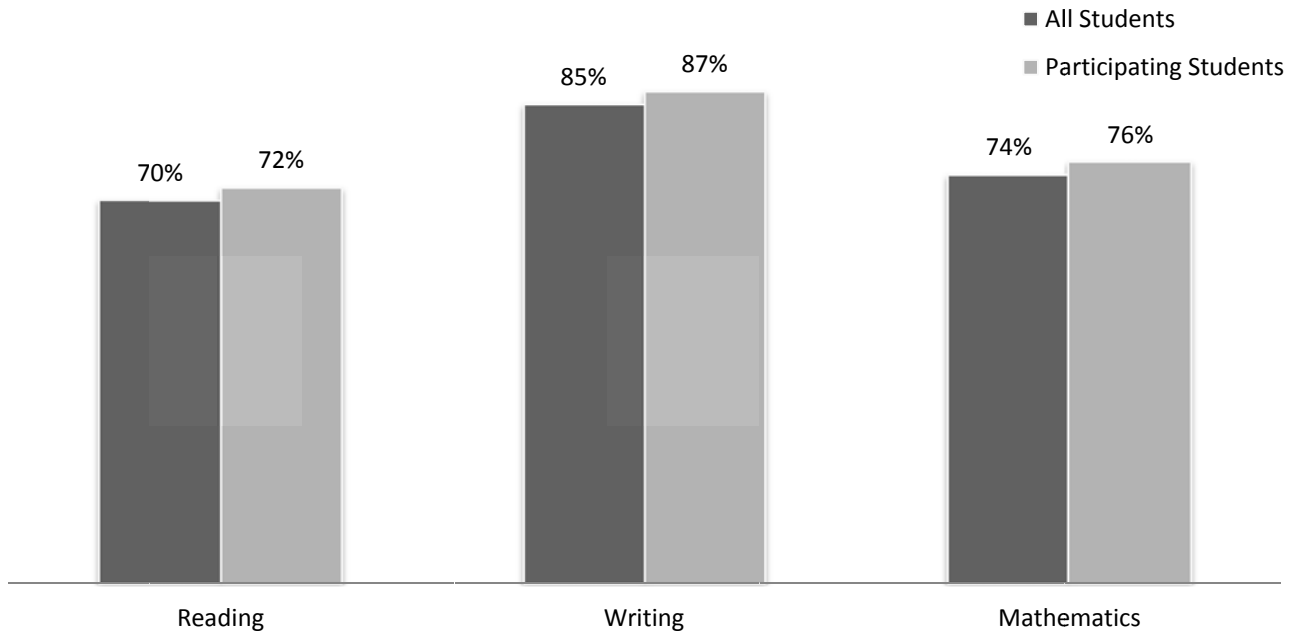
## Primary Division Achievement Highlights for the Board

### All Students (includes the four achievement categories, “below level 1,” “no data” and “exempt” categories)

- Over two-thirds of the Grade 3 students across the board who were eligible to participate in the Primary Division Assessment achieved the provincial standard in reading (70%) compared to three-quarters of these students who achieved the standard in mathematics (74%) and fourth-fifths of these students who achieved the standard in writing (85%). Please refer to All Students in the chart below.

### Participating Students (excludes “no data” and “exempt” categories)

- Of the Grade 3 students who actually wrote the Primary Division assessment in the spring, more than two-thirds of these students met or exceeded the standard (levels 3 and 4) in reading (72%) and three-quarters of these students met or exceeded the standard in mathematics (76%). Approximately four out of every five Grade 3 students in the board who actually wrote the assessment achieved the standard in writing (87%). Please refer to Participating Students in the chart below.



At the time the assessment was conducted in the spring of 2012, York Catholic had 3,723 Grade 3 students attending 86 schools in 229 classes. The proportion of students exempt from participating, not providing any data to score (i.e., no data) and achieving below level 1 (i.e., not enough evidence for level 1) in reading, writing and mathematics is very small and has remained relatively stable over time. Please refer to the table on the following page.



## Historical Achievement on the Primary Division Assessment

Students in York Catholic District School Board who were eligible to participate in the Primary Division Assessment of Reading, Writing and Mathematics performed as follows:

	Primary Division	No. of Students	Exempt	No Data	NEIS <sup>1</sup>	Below Level 1	Level 1	Level 2	Level 3	Level 4
READING	2012	3684	2%	<1%	--	1%	4%	23%	59%	11%
	2011	3831	2%	<1%	--	1%	4%	22%	63%	8%
	2010	3888	2%	<1%	--	1%	5%	24%	58%	9%
	2009	3721	2%	1%	--	1%	4%	23%	60%	9%
	2008	3705	2%	1%	--	1%	3%	21%	61%	11%
	2007	3700	3%	<1%	--	<1%	4%	21%	61%	10%
	2006	3918	4%	1%	--	1%	4%	20%	61%	10%
	2005	3817	5%	1%	--	1%	4%	24%	56%	10%
	2004	3864	5%	1%	3%	<1%	4%	25%	53%	9%
	2003	3717	4%	<1%	4%	0%	6%	26%	52%	8%
	2002	3563	4%	<1%	5%	<1%	7%	27%	52%	7%
	2001	3600	4%	<1%	3%	<1%	6%	27%	53%	7%
WRITING	2012	3684	2%	<1%	--	<1%	0%	13%	74%	10%
	2011	3831	2%	<1%	--	<1%	<1%	16%	74%	8%
	2010	3888	2%	<1%	--	<1%	<1%	16%	74%	8%
	2009	3721	2%	1%	--	0%	<1%	17%	72%	9%
	2008	3705	2%	1%	--	0%	<1%	18%	69%	10%
	2007	3700	2%	<1%	--	<1%	<1%	17%	68%	11%
	2006	3918	4%	1%	--	0%	<1%	18%	66%	12%
	2005	3817	5%	1%	--	<1%	<1%	21%	62%	11%
	2004	3864	4%	1%	2%	<1%	<1%	24%	54%	14%
	2003	3717	4%	<1%	2%	<1%	1%	26%	56%	11%
	2002	3563	3%	<1%	2%	<1%	1%	26%	56%	11%
	2001	3600	4%	<1%	3%	<1%	1%	28%	55%	10%
MATHEMATICS	2012	3723	2%	<1%	--	<1%	1%	22%	60%	14%
	2011	3831	2%	<1%	--	<1%	2%	23%	60%	13%
	2010	3888	2%	<1%	--	<1%	1%	18%	65%	13%
	2009	3721	2%	1%	--	<1%	1%	17%	62%	17%
	2008	3705	2%	1%	--	<1%	1%	18%	62%	16%
	2007	3700	2%	<1%	--	<1%	1%	17%	62%	17%
	2006	3918	3%	1%	--	<1%	1%	17%	59%	18%
	2005	3817	5%	1%	--	<1%	1%	20%	56%	16%
	2004	3864	4%	1%	1%	<1%	1%	20%	54%	18%
	2003	3717	3%	<1%	3%	<1%	3%	24%	51%	15%
	2002	3563	3%	<1%	3%	<1%	3%	25%	54%	12%
	2001	3600	3%	<1%	1%	0%	3%	21%	56%	15%

<sup>1</sup> Results for All Students include the following: students at the four levels of achievement; students who are exempt; students who took part in the assessment but did not provide any data (i.e., no data); and, students whose responses could not be assigned a level (i.e., not enough evidence for level 1). In 2004-2005, the category for students who did not provide enough information for their responses to be scored (i.e., NEIS) was eliminated and students were assigned a level based on the work submitted.

## Student Performance on the Primary Division Assessment: Levels 3, 4 & Levels 1, 2

### Primary Division Achievement (All Students): Levels 3, 4 & Levels 1, 2

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

YEAR	READING		WRITING		MATH	
	Board % (L3,4)	Board % (L1,2)	Board % (L3,4)	Board % (L1,2)	Board % (L3,4)	Board % (L1,2)
<b>2011-12</b>	<b>70%</b>	<b>27%</b>	<b>85%</b>	<b>13%</b>	<b>74%</b>	<b>23%</b>
2010-11	71%	26%	82%	16%	73%	25%
2009-10	67%	29%	82%	16%	78%	19%
2008-09	70%	27%	81%	17%	79%	18%
2007-08	72%	24%	79%	18%	78%	19%
2006-07	71%	25%	79%	17%	79%	18%
2005-06	71%	24%	78%	18%	77%	18%
2004-05	66%	28%	73%	21%	72%	21%
2003-04	62%	29%	68%	24%	72%	21%
2002-03	60%	32%	67%	27%	66%	27%
2001-02	58%	34%	67%	27%	66%	28%
2000-01	61%	33%	64%	29%	71%	24%

#### Reading

- This year, there was a small decrease (-1%) in the percentage of students meeting the standard (levels 3 and 4) and a corresponding increase (+1%) in the proportion of students not meeting the standard (levels 1 and 2) in reading.
- Approximately one quarter of all Grade 3 students in the board have not met the standard (levels 1 and 2) in reading over the previous nine administrations of the assessment.

#### Writing

- For more than 10 years, student performance in writing has demonstrated continued improvement in the proportion of Grade 3 students who meet the standard (levels 3 and 4).
- This year, approximately one-tenth of all Grade 3 students across the board did not meet the standard (levels 1 and 2) in writing.

#### Mathematics

- This year, there was an increase (+1%) in the percentage of students meeting the standard (levels 3 and 4) and a decrease (-2%) in the proportion of students not meeting the standard (levels 1 and 2) in mathematics.
- One quarter of all Grade 3 students in the board did not meet the standard (levels 1 and 2) in mathematics.

Comparison of Primary Division Assessment Results: York Catholic DSB and the Province

**Primary Division Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Primary Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
Reading	YC	60%	62%	66%	71%	71%	72%	70%	67%	71%	<b>70%</b>	-1%	-2%	+10%
	ON	50%	54%	59%	62%	62%	61%	61%	62%	65%	<b>66%</b>	+1%	+5%	+16%
Writing	YC	67%	68%	73%	78%	79%	79%	81%	82%	82%	<b>85%</b>	+3%	+6%	+18%
	ON	55%	58%	61%	64%	64%	66%	68%	70%	73%	<b>76%</b>	+3%	+10%	+21%
Math	YC	66%	72%	72%	77%	79%	78%	79%	78%	73%	<b>74%</b>	+1%	-4%	+8%
	ON	57%	64%	66%	68%	69%	68%	70%	71%	69%	<b>68%</b>	-1%	+0%	+11%

- This year, over two-thirds of the Grade 3 students assessed in the board achieved the provincial standard in reading (YC: 70%) and approximately three-quarters of these students achieved the standard in mathematics (YC: 74%). Over four-fifths of these students achieved the standard in writing (YC: 85%).
- Both the board and the province demonstrated improvement from the previous year in writing (YC: +3%, ON: +3).
- In the area of mathematics, the board improved its performance from the previous year (YC: +1%) and the province demonstrated a decline in achievement (ON: -1%).
- The board's performance in the area of reading declined from the previous year (YC: -1%) while the province demonstrated an increase in student performance (ON: +1%).
- Students attending schools in the board continue to surpass the achievement of students attending schools across the province in these core subjects.

Primary Division Achievement by Gender

**Primary Division Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Primary Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
Reading	boys	54%	59%	62%	65%	66%	65%	65%	63%	65%	<b>65%</b>	+0%	+0%	+11%
	girls	67%	67%	70%	78%	76%	79%	75%	73%	77%	<b>76%</b>	-1%	-3%	+9%
Writing	boys	58%	61%	67%	72%	73%	73%	75%	77%	76%	<b>78%</b>	+2%	+5%	+20%
	girls	77%	76%	80%	85%	86%	86%	87%	87%	88%	<b>91%</b>	+3%	+5%	+14%
Math	boys	64%	72%	73%	77%	79%	76%	77%	77%	73%	<b>73%</b>	+0%	-3%	+9%
	girls	68%	73%	72%	77%	80%	80%	82%	78%	73%	<b>75%</b>	+2%	-5%	+7%

- Both girls and boys in the board demonstrated improvement in writing from the previous year (boys +2%, girls +3%).
- Neither girls nor boys demonstrated improvement on the reading assessment this year (boys +0%, girls -1%).
- This year, girls demonstrated improvement on the mathematics assessment while boys maintained their previous level of achievement (boys +0%, girls +2%).
- Girls scored eleven percentage points higher than boys did in the areas of reading (boys: 65%; girls: 76%) and thirteen points above in writing (boys: 78%; girls: 91%). A small achievement gap in favour of girls was also present in the areas of mathematics (boys: 73%; girls: 75%).
- The improvement in mathematics outcomes for girls, from the previous year, reverses the decline in performance that had occurred during the previous three administrations of the assessment.

Primary Division Achievement of English Language Learners

**Primary Division Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
Primary Division Assessment		Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4			
<b>Reading</b>	ELL	36%	46%	38%	53%	47%	64%	57%	51%	53%	<b>44%</b>	-9%	-20%	+8%
<b>Writing</b>	ELL	51%	56%	49%	56%	65%	68%	71%	70%	71%	<b>60%</b>	-11%	-8%	+9%
<b>Math</b>	ELL	49%	59%	59%	64%	64%	72%	71%	64%	57%	<b>54%</b>	-3%	-18%	+5%

- Over half of the English Language Learners in the third grade met or exceeded the standard in writing (60%) and mathematics (54%). Fewer than half of these students met the standard in reading (44%).
- English Language Learners in the third grade experienced a decline from the previous year in reading (-9%), writing (-11%) and mathematics (-3%).
- This is the fifth consecutive year that the performance of English Language Learners has declined in the area of mathematics.
- Two percent of students (2%; n=70) who participated in the Primary Division Assessment were identified as English Language Learners.
- More than a tenth of the students in the board (16%; n=589) who participated in the Primary Division Assessment reported that their first language learned at home was other than English.
- Two percent of English Language Learners who wrote the assessment received a special provision (2%; n=60).

Primary Division Achievement of Students with Special Education Needs

**Grade 3 Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Primary Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4			
<b>Reading</b>	Spec Ed	11%	17%	14%	27%	26%	34%	31%	26%	28%	<b>26%</b>	-2%	-8%	+15%
<b>Writing</b>	Spec Ed	12%	15%	12%	25%	29%	43%	47%	51%	47%	<b>52%</b>	+5%	+9%	+40%
<b>Math</b>	Spec Ed	21%	29%	18%	36%	44%	43%	43%	43%	34%	<b>37%</b>	+3%	-6%	+16%

- Half of the students with special education needs met or exceeded the standard in writing (52%) and a third of these students meet the standard in mathematics (37%). A quarter of students with special education needs achieved the standard in reading (26%).
- This year, the performance of students receiving special education support improved in writing (+5%) and mathematics (+3%) and declined in reading (-2%).
- Over ten percent of students (12%; n=458) who participated in the Primary Division Assessment were identified as students with special needs. This represents an increase in the proportion of students with special needs (+4%) from the administration of the assessment five years ago in 2008. It is important to note that students whose sole identified exceptionality is gifted are not included in this category.
- Ten percent of students (10%; n≈362) who participated in the Primary Division Assessment received one or more accommodations to write the test; this represents no change (+0%) from the previous administration of the assessment.

## Primary Division Achievement of Students Enrolled in French Immersion (FI)

### Grade 3 Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Primary Division Assessment		2010	2011	2012	1	5	10
		Level 3, 4	Level 3, 4	Level 3, 4	Year	Years	Years
<b>Reading</b>	FI	n/a	n/a	<b>n/a</b>	--	--	--
<b>Writing</b>	FI	n/a	n/a	<b>n/a</b>	--	--	--
<b>Math</b>	FI	n/a	n/a	<b>85%</b>	--	--	--

- This was the first year that students enrolled in a French Immersion program (n=39) were eligible to write the Primary Division Assessment.
- More than four-fifths of the grade 3 students in the board who were enrolled in the French Immersion program (85%) meet or exceeded the provincial standard in mathematics. Board-wide, three-quarters of all grade 3 students in the regular program (74%) achieved the standard in mathematics.

### Explanatory Notes

Boards with Grade 3 French Immersion classes are provided with three options for the completion of the assessment. The option selected by each board then applies to all of their schools with Grade 3 French Immersion classes.

York Catholic District School Board elected to choose Option C: Students complete *only* the mathematics component, using the French translation. (These students do not complete the reading and writing components and receive results for mathematics only).

[In Option A, students complete all components of the assessment in English while Option B requires that students complete the language components in English and the mathematics component using the French translation.]

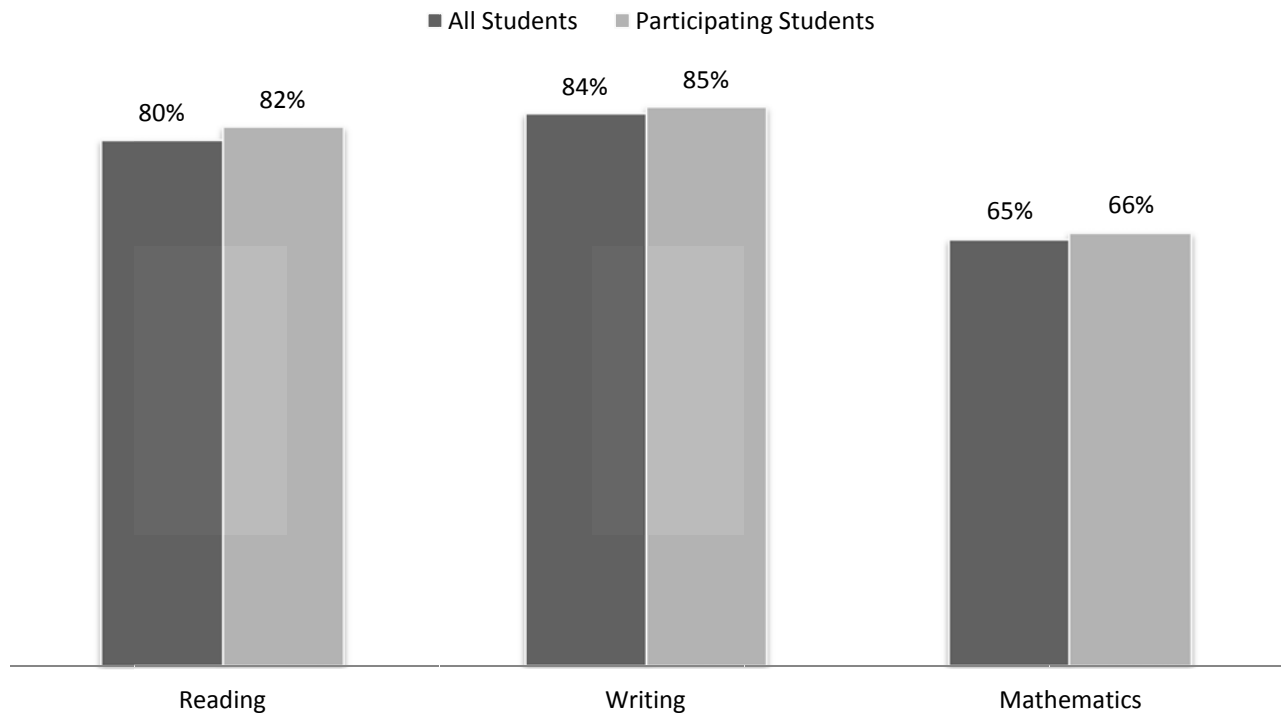
## Junior Division Achievement Highlights for the Board

### All Students (includes the four achievement categories, “below level 1,” “no data” and “exempt” categories)

- Four-fifths of the Grade 6 students who were eligible to write the assessment (All Students) achieved the provincial standard in reading (80%) and writing (84%). Two-thirds of the students who were eligible to write the assessment achieved the standard in mathematics (65%). Please refer to All Students in the chart below.
- The Grade 6 students who took part in the most recent administration of the assessment – the cohort of students assessed in Grade 3 under *The Ontario Curriculum* in 2008-2009 – demonstrated an increase in the proportion of students achieving the standard in reading (+10%) and writing (+3%). There was a decrease in performance in mathematics (-14%).

### Participating Students (excludes “no data” and “exempt” categories)

- Four out of every five students who actually wrote the Junior Division Assessment met or exceeded the standard (levels 3 & 4) in reading (82%) and writing (85%). Two-thirds of these students who wrote the assessment achieved the standard in mathematics (66%). Please refer to Participating Students in the chart below.



At the time the assessment was conducted in 2012, York Catholic had 3,873 Grade 6 students attending 86 schools in 213 classes. The proportion of students not providing any data to score (i.e., no data) and achieving below level 1 (i.e., not enough evidence for level 1) in reading, writing and mathematics is very small and has remained relatively stable over time. There were far fewer students in Grade 6 falling much below the standard (i.e., level 1) in writing (<1%) compared to reading (2%) and mathematics (6%). The proportion of students who were exempt from participation was the same across all three subjects (1%). Please refer to the table on the following page.



## Historical Achievement on the Junior Division Assessment

Students in York Catholic District School Board who were eligible to participate in the Junior Division Assessment of Reading, Writing and Mathematics performed as follows:

	Junior Division Assessment	No. of Students	Exempt	No Data	NEIS <sup>2</sup>	Below Level 1	Level 1	Level 2	Level 3	Level 4
READING	<b>2012</b>	<b>3872</b>	<b>1%</b>	<b>&lt;1%</b>	--	<b>&lt;1%</b>	<b>2%</b>	<b>17%</b>	<b>64%</b>	<b>16%</b>
	2011	3900	2%	<1%	--	<1%	2%	17%	66%	13%
	2010	3932	2%	<1%	--	<1%	3%	18%	65%	12%
	2009	4169	2%	<1%	--	<1%	3%	20%	62%	13%
	2008	4039	2%	1%	--	<1%	3%	19%	64%	10%
	2007	4164	2%	<1%	--	<1%	3%	20%	62%	11%
	2006	4124	3%	1%	--	1%	4%	17%	61%	13%
	2005	3963	5%	<1%	--	<1%	3%	19%	61%	13%
	2004	4078	4%	1%	3%	<1%	3%	19%	54%	17%
	2003	3744	4%	<1%	3%	0%	3%	22%	53%	15%
	2002	3637	3%	<1%	4%	<1%	4%	23%	54%	12%
2001	3441	2%	<1%	2%	0%	5%	24%	55%	12%	
WRITING	<b>2012</b>	<b>3872</b>	<b>1%</b>	<b>&lt;1%</b>	--	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>14%</b>	<b>65%</b>	<b>19%</b>
	2011	3900	2%	<1%	--	0%	<1%	15%	67%	15%
	2010	3932	2%	<1%	--	<1%	<1%	16%	66%	15%
	2009	4169	2%	1%	--	0%	<1%	20%	63%	14%
	2008	4039	2%	1%	--	<1%	1%	18%	65%	13%
	2007	4164	2%	<1%	--	<1%	1%	22%	63%	12%
	2006	4124	3%	1%	--	<1%	1%	20%	65%	11%
	2005	3963	4%	<1%	--	<1%	1%	22%	59%	12%
	2004	4078	4%	1%	2%	<1%	1%	25%	52%	15%
	2003	3744	4%	<1%	1%	0%	3%	26%	50%	16%
	2002	3637	3%	<1%	2%	<1%	3%	27%	50%	15%
2001	3441	2%	<1%	3%	0%	4%	27%	49%	14%	
MATHEMATICS	<b>2012</b>	<b>3872</b>	<b>1%</b>	<b>&lt;1%</b>	--	<b>&lt;1%</b>	<b>6%</b>	<b>27%</b>	<b>47%</b>	<b>18%</b>
	2011	3902	2%	<1%	--	<1%	6%	27%	49%	16%
	2010	3930	2%	<1%	--	<1%	4%	26%	50%	18%
	2009	4165	2%	1%	--	<1%	4%	23%	54%	16%
	2008	4039	3%	1%	--	<1%	2%	22%	55%	18%
	2007	4164	2%	1%	--	<1%	3%	23%	53%	18%
	2006	4124	3%	1%	--	<1%	4%	20%	56%	17%
	2005	3963	5%	<1%	--	<1%	3%	21%	54%	17%
	2004	4078	4%	1%	1%	0%	3%	21%	48%	22%
	2003	3744	4%	<1%	3%	0%	5%	24%	46%	19%
	2002	3637	3%	<1%	3%	<1%	5%	24%	46%	18%
2001	3441	2%	<1%	2%	0%	6%	26%	48%	15%	

<sup>2</sup> Results for All Students include the following: students at the four levels of achievement; students who are exempt; students who took part in the assessment but did not provide any data (i.e., no data); and, students whose responses could not be assigned a level (i.e., below level 1). In 2004-2005, the category for students who did not provide enough information for their responses to be scored (i.e., NEIS) was eliminated and students are assigned a level based on the work submitted.

## Student Performance on the Junior Division Assessment: Levels 3, 4 & Levels 1, 2

### Junior Division Achievement (All Students): Levels 3, 4 & Levels 1, 2

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

YEAR	READING		WRITING		MATH	
	Board % (L3,4)	Board % (L1,2)	Board % (L3,4)	Board % (L1,2)	Board % (L3,4)	Board % (L1,2)
<b>2011-12</b>	<b>80%</b>	<b>19%</b>	<b>84%</b>	<b>14%</b>	<b>65%</b>	<b>33%</b>
2010-11	79%	19%	82%	15%	65%	33%
2009-10	77%	21%	81%	16%	68%	30%
2008-09	75%	23%	77%	20%	70%	27%
2007-08	74%	22%	79%	19%	73%	24%
2006-07	74%	23%	74%	23%	71%	26%
2005-06	74%	21%	76%	21%	73%	24%
2004-05	74%	22%	71%	23%	71%	24%
2003-04	70%	22%	68%	26%	70%	24%
2002-03	68%	25%	66%	29%	65%	29%
2001-02	66%	27%	64%	30%	64%	29%
2000-01	67%	29%	63%	31%	63%	32%

#### Reading

- This year, there was an increase (+1%) in the percentage of students meeting the standard (levels 3 and 4) and no change (+0%) in the proportion of students not meeting the standard (levels 1 and 2) in reading.
- One fifth of all Grade 6 students in the board did not meet the standard (levels 1 and 2) in reading during the previous nine administrations of the assessment.
- One percent fewer students were exempted from participating in the reading component of the assessment compared to the previous year.

#### Writing

- This year, there was an increase (+2%) in the percentage of students meeting the standard (levels 3 and 4) and a decrease (-1%) in students not meeting the standard (levels 1 and 2) in writing.
- Approximately ten percent of Grade 6 students in the board (14%) did not meet the standard (levels 1 and 2) in writing.
- One percent fewer students were exempted from participating in the writing component of the assessment compared to the previous year.

#### Mathematics

- This year, there was no change in the proportion of students meeting the standard on the mathematics assessment (+0%) or in the proportion of students not meeting the standard (+0%).
- A third of all Grade 6 students in the board did not meet the standard (levels 1 and 2) in the mathematics assessment.
- One percent fewer students were exempted from participating in the mathematics component of the assessment compared to the previous year.

## Comparison of Junior Division Assessment Results: York Catholic DSB and the Province

### Junior Division Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Jr. Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
Reading	YC	68%	70%	74%	74%	74%	74%	75%	77%	79%	<b>80%</b>	+1%	+6%	+12%
	ON	56%	58%	63%	64%	64%	66%	69%	72%	74%	<b>75%</b>	+1%	+9%	+19%
Writing	YC	66%	68%	71%	76%	74%	79%	77%	81%	82%	<b>84%</b>	+2%	+5%	+18%
	ON	54%	54%	59%	61%	61%	67%	67%	70%	73%	<b>74%</b>	+1%	+7%	+20%
Math	YC	65%	70%	71%	73%	71%	73%	70%	68%	65%	<b>65%</b>	+0%	-8%	+0%
	ON	53%	57%	60%	61%	59%	61%	63%	61%	58%	<b>58%</b>	+0%	-3%	+5%

- This year, four-fifths of Grade 6 students in the board achieved the provincial standard in reading (80%) and writing (84%) compared to two-thirds of Grade 6 students who met the standard in mathematics (65%). This represents an improvement from the previous year in reading (+1%) and writing (+2%) and no change from the previous year in mathematics achievement (+0%).
- The Grade 6 students who took part in the most recent administration of the assessment – the cohort of students assessed in Grade 3 under *The Ontario Curriculum* in 2008-2009 – demonstrated an increase in the proportion of students achieving the standard in reading (+10%) and writing (+3%). There was a decrease in performance in mathematics (-14%).
- Grade 6 students in the board scored above students attending schools across the province in reading, writing and mathematics.
- Over the ten-year period, both the board and the province demonstrated improvement in the percentage of Grade 6 students meeting or exceeding the standard (levels 3 & 4) in the areas of reading and writing.
- Student performance in the board on the mathematics component of the assessment has not improved to the same extent as the reading and writing components over the last ten administrations of the assessment.

## Junior Division Achievement by Gender

**Junior Division Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Jr. Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4		
Reading	boys	60%	64%	70%	68%	69%	69%	69%	74%	74%	<b>76%</b>	+2%	+7%	+16%
	girls	76%	76%	79%	81%	78%	80%	81%	80%	85%	<b>85%</b>	+0%	+5%	+9%
Writing	boys	58%	60%	64%	68%	66%	71%	69%	75%	75%	<b>78%</b>	+3%	+7%	+20%
	girls	74%	75%	80%	85%	83%	87%	87%	88%	90%	<b>91%</b>	+1%	+4%	+17%
Math	boys	63%	67%	71%	71%	70%	72%	68%	66%	63%	<b>64%</b>	+1%	-8%	+1%
	girls	68%	72%	71%	75%	72%	74%	73%	69%	67%	<b>67%</b>	+0%	-7%	-1%

- Boys demonstrated improvement from the previous year in all three components of the assessment (boys: reading +2%, writing +3% and math +1%) while girls demonstrated improvement in the writing component of the assessment (girls: writing +1%) and no change in performance on the reading and math components (girls: reading and math +0%).
- Girls continue to score higher than boys in reading (+9%), writing (+13%) and mathematics (+3%). Thus, the gender achievement gap is smallest in the area of mathematics and largest in the area of writing.
- During the previous ten administrations of the assessment, the rate of growth over time for boys, compared to girls, was greater in reading (boys +16%, girls +9%) and writing (boys +20%, girls +17%). Over the same 10-year period, the rate of growth in the mathematics component was negligible (boys +1%, girls -1%).

## Junior Division Achievement of English Language Learners

### Junior Division Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Jr. Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4		
Reading	ELL	28%	48%	44%	59%	53%	60%	55%	46%	<b>55%</b>	<b>49%</b>	-6%	-11%	+ 21%
Writing	ELL	30%	41%	42%	56%	55%	66%	69%	64%	<b>64%</b>	<b>53%</b>	-11%	-13%	+23%
Math	ELL	50%	56%	57%	62%	68%	71%	68%	50%	<b>42%</b>	<b>53%</b>	+11%	-18%	+3%

- Approximately half of English Language Learners in the sixth grade met or exceeded the standard in reading (49%), writing (53%) and mathematics (53%).
- English Language Learners demonstrated improvement in the mathematics component of the assessment (+11%) from the previous year and experienced a decline in achievement from the previous year in the reading (-6%) and writing components (-11%).
- The performance of English Language Learners on the writing component has declined over the last four administrations of the assessment.
- Over the previous ten administrations of the assessment, English Language Learners demonstrated greatest improvement in the reading (+21%) and writing (+23%) components and modest gains in mathematics (+3%).
- One percent of students (1%, n=47) who participated in the Junior Division Assessment were identified as English Language Learners.
- Eighteen percent of students (18%, n=692) who participated in the Junior Division Assessment reported that their first language learned at home was not English. This represents an increase (+1%) in the proportion of these students from the previous year.
- Few English Language Learners (1%, n=33) who wrote the assessment received a special provision.

Junior Division Achievement of Students with Special Education Needs

**Junior Division Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Jr. Division Assessment		2003	2004	2005	2006	2007	2008	2009	2010	2011	<b>2012</b>	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
<b>Reading</b>	Spec Ed	20%	22%	15%	19%	33%	35%	32%	37%	39%	<b>44%</b>	+5%	+9%	+24%
<b>Writing</b>	Spec Ed	16%	12%	12%	18%	24%	33%	27%	31%	40%	<b>49%</b>	+9%	+16%	+33%
<b>Math</b>	Spec Ed	22%	21%	17%	23%	30%	31%	25%	30%	23%	<b>24%</b>	+1%	-7%	+2%

- Almost half of the students with special education needs meet or surpassed the standard in writing (49%) and more than a third of these students meet the standard in reading (44%). A quarter of these students achieved the standard in mathematics (24%).
- This year, students with special education needs demonstrated improvement in all three components of the assessment – reading (+5%), writing (+9%) and mathematics (+1%).
- More than ten percent of students (15%, n=583) who participated in the Junior Division Assessment were students with special needs. This represents no change in the proportion of students with special needs from the previous administration of the assessment (+0%). Note: Students whose sole identified exceptionality is gifted are not included in this category.
- More than ten percent of grade six students who wrote the assessment (*reading: 13% n=496; writing: 13% n=496; mathematics: 12%, n=472*) received one or more accommodations to write the test this year; this represents no change in the proportion of students who received accommodations from the previous administration of the assessment (+0%).

Performance Targets for the Primary & Junior Division Assessments

The Ministry of Education established a goal that seventy-five percent of all students in Grade 6 will achieve the provincial standard (levels 3 and 4) on the Junior Division (Grades 4-6) Assessment of Reading, Writing and Mathematics. In York Catholic District School Board, the seventy-five percent target was achieved in two of the three Junior Division Assessments (Please refer to the table below). Student performance on the mathematics assessment continues to approach the provincial target as two-thirds of Grade 6 students in the board (65%) achieved or surpassed the standard in mathematics.

In the York Catholic District School Board, annual board targets are established for both the Primary & Junior Division Assessments. Student performance and the targets established for the 2012 Primary and Junior Division Assessments of Reading, Writing and Mathematics for ‘All Students’ and ‘Students with Special Education Needs’ are presented in the table below.

ACHIEVEMENT OF 2011 PERFORMANCE TARGETS

**ALL STUDENTS**

Assessment	Subject	Students Achieving Levels 3 & 4	Projected Increase	Actual Increase
Primary (Grades 1-3)	Reading	70%	+ 2%	- 1%
	Writing	85%	+ 1%	+ 3%
	Math	74%	+ 2%	+ 1%
Junior (Grades 4-6)	Reading	80%	+ 1%	+ 1%
	Writing	84%	+ 1%	+ 2%
	Math	65%	+ 2%	+ 0%

**STUDENTS WITH SPECIAL EDUCATION NEEDS**

Assessment	Subject	Students Achieving Levels 3 & 4	Projected Increase	Actual Increase
Primary (Grades 1-3)	Reading	26%	+ 2%	- 2%
	Writing	52%	+ 2%	+ 5%
	Math	37%	+ 3%	+ 3%
Junior (Grades 4-6)	Reading	44%	+ 3%	+ 5%
	Writing	49%	+ 2%	+ 9%
	Math	24%	+ 3%	+ 1%

## Achievement of Schools Receiving Additional Literacy Supports and Resources

The York Catholic District School Board provided additional literacy supports and resources to low performing elementary schools and students through the Literacy Support Teachers initiative and the Reading Recovery™ program. These initiatives enabled the Board to build organizational and individual capacity, in addition to increasing literacy achievement, among the identified schools and students.

This section of the report identifies patterns of achievement demonstrated by schools receiving additional literacy supports and resources on the Primary and Junior Division Assessments of Reading, Writing and Mathematics. It also provides an overview of the criteria and selection process used to guide the identification of schools who received additional literacy supports and resources including through the Ministry of Education’s Ontario Focused Intervention Program, Schools in the Middle (i.e., schools with fewer than 75% of students achieving the provincial standard on four out of the six EQAO assessments in grades 3 and 6 reading, writing, and mathematics).

Overview of the Literacy Support Teacher Initiative and the Reading Recovery™ program:

	Schools with a Literacy Support Teacher	Schools with Reading Recovery™
School participation to date:		
○ 2001-2002	1	40
○ 2002-2003		42
○ 2003-2004		42
○ 2004-2005	10	47
○ 2005-2006	15	47
○ 2006-2007	16	47
○ 2007-2008	17	47
○ 2008-2009	15	47
○ 2009-2010	15	46
○ 2010-2011	15	46
○ 2011-2012	12	47
Number of schools discontinued in 2011-2012:	8	--
Number of schools added in 2011-2012:	5	--
Total number of schools participating in 2011-2012:	12	47
Comparison to the 2011-2012 board and provincial EQAO results		
▪ Scored at or above the <b>provincial average</b> on the <u>Primary Division</u> Assessment of Reading:	8/12 (67%)	33/47 (70%)
▪ Scored at or above the <b>provincial average</b> on the <u>Junior Division</u> Assessment of Reading:	10/12 (83%)	38/47 (81%)
▪ Scored at or above the <b>board average</b> on the <u>Primary Division</u> Assessment of Reading:	4/12 (33%)	19/47 (40%)
▪ Scored at or above the <b>board average</b> on the <u>Junior Division</u> Assessment of Reading:	8/12 (67%)	24/47 (51%)



## School Selection Process & Designation Criteria: 2011-2012

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### PLACEMENT OF LITERACY SUPPORT TEACHERS

#### Data Analysis:

- EQAO historical achievement data;
- Report card and DRA data;
- Demographic and contextual data;
- Consultation with Superintendents;
- Consultation with Coordinator of Elementary Programs;
- Consultation with Literacy Support Teachers.

#### Considerations for Removal of Support:

- School results for the primary division have improved over time;
- The school has already had support for a number of years;
- To implement a different strategy (e.g., Target Success (release days / resources, increased Program Resource Teachers support));
- Needs identified are occurring at the junior level rather than at the primary division.

#### Considerations for Adding the Support:

- School results indicate a decline;
- School falls below the province and/or within the bottom third of YCDSB schools;
- Extenuating needs identified by the School Superintendent.

### DESIGNATION OF SUPPORTS FOR ONTARIO FOCUSED INTERVENTION PROGRAM (OFIP): SCHOOLS IN THE MIDDLE

#### Data Analysis:

- EQAO historical achievement data (10 years of assessment data);
- Report card and DRA data;
- Demographic and contextual data;
- Consultation with Superintendents;
- Consultation with Coordinator of Elementary Programs;
- Consultation with Consultants and Program Resource Teachers.

#### Considerations for Removal of Support:

- School results have improved;
- School has already had the support for a number of years;
- Opportunity to implement a different strategy (e.g., Literacy Support).

#### Considerations for Adding the Support:

- School where fewer than 75% of the students are achieving the provincial standard on four out of the six EQAO primary and junior division assessments;
- School results indicate a decline in achievement or no improvement over an extended period;
- Extenuating needs identified by the School Superintendent.

### BASELINE SUPPORTS PROVIDED TO ALL SCHOOLS

- Pro-rated number of days to access Program Resource Teachers;
- Pro-rated number of release days to facilitate collaborative learning.

## Literacy Support Teacher Initiative

### Historical Achievement on the Primary Division Assessment

All Students (L3,4)		2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	1 Year	8 Years
PROVINCE	Reading	50	54	59	62	62	61	61	62	65	<b>66</b>	+1%	+16%
	Writing	55	58	61	64	64	66	68	70	73	<b>76</b>	+3%	+21%
	Math	57	64	66	68	69	68	70	71	69	<b>68</b>	-1%	+11%
YCDSB	Reading	60	62	66	71	71	72	70	67	71	<b>70</b>	-1%	+10%
	Writing	67	68	73	78	79	79	81	82	82	<b>85</b>	+3%	+18%
	Math	66	72	72	77	79	78	79	78	73	<b>74</b>	+1%	+8%
LST	Reading	51	49	57	66	68	67	68	60	66	<b>68</b>	+2%	+11%
	Writing	61	58	66	69	74	75	79	71	76	<b>83</b>	+7%	+17%
	Math	53	59	67	71	75	74	77	67	66	<b>69</b>	+3%	+2%

- This year, schools with a Literacy Support Teacher demonstrated improvement on the reading (+2%), writing (+7%) and mathematics (+3%) components of the primary division assessment.
- As a group, schools with a Literacy Support Teacher scored above the province in the areas of reading, writing and mathematics.
- Since the implementation of this initiative, students attending schools with a Literacy Support Teacher have demonstrated considerable improvement in the components of reading (+11%) and writing (+17%) and modest gains in mathematics (+2%).

#### Note

- The Literacy Support Teacher initiative was implemented during the 2004-2005 school year (shaded area) and was discontinued at the end of the 2011-2012 school year.

## Literacy Support Teacher Initiative

### Historical Achievement on the Junior Division Assessment

All Students (L3,4)		2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	1 Year	10 Years
PROVINCE	Reading	56	58	63	64	64	66	69	72	74	<b>75</b>	+1%	+19%
	Writing	54	54	59	61	61	67	67	70	73	<b>74</b>	+1%	+20%
	Math	53	57	60	61	59	61	63	61	58	<b>58</b>	+0%	+5%
YCDSB	Reading	68	70	74	74	74	74	75	77	79	<b>80</b>	+1%	+12%
	Writing	66	68	71	76	74	79	77	81	82	<b>84</b>	+2%	+18%
	Math	65	70	71	73	71	73	70	68	65	<b>65</b>	+0%	+0%
LST	Reading	59	60	67	71	67	74	71	74	76	<b>79</b>	+3%	+12%
	Writing	59	59	66	71	67	74	72	77	80	<b>80</b>	+0%	+14%
	Math	54	57	61	70	61	70	61	61	60	<b>61</b>	+1%	+0%

- This year, schools with a Literacy Support Teacher demonstrated improvement on the reading (+3%) and mathematics (+1%) components of the assessment. There was no improvement in student performance from the previous year on the writing component (+0%).
- As a group, schools with a Literacy Support Teacher scored above the province in reading, writing and mathematics.
- Since the implementation of this initiative, students attending schools with a Literacy Support Teacher have demonstrated considerable improvement in the components of reading (+12%) and writing (+14%). During the same period, no sustainable gains were maintained in the mathematics component of the assessment (+0%).

#### Note

- The Literacy Support Teacher initiative was implemented during the 2004-2005 school year (shaded area) and was discontinued at the end of the 2011-2012 school year.

### Schools with a Literacy Support Teacher

	SCHOOLS	2001 2002	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012
AREA 1	Good Shepherd							✓	✓	
	Our Lady of Good Counsel					✓				
	Notre Dame							✓		
	Prince of Peace		✓	✓	✓	✓	✓	✓		
	St. Bernadette	✓ ...	✓	✓	✓	✓	✓	✓		
	St. Elizabeth Seton							✓	✓	✓
	St. Jerome (SIM)								✓	✓
	St. Joseph, Aurora					✓	✓			
	St. Thomas Aquinas		✓	✓	✓	✓	✓	✓		
AREA 2	St. Benedict								✓	✓
	St. Francis Xavier			✓	✓	✓			✓	
	St. Joseph, Markham						✓	✓		
	St. Julia Billiard					✓				
	St. René Goupil - St Luke					✓	✓	✓		
	St. Vincent de Paul			✓	✓	✓			✓	
AREA 3	Our Lady of Fatima								✓	
	Immaculate Conception		✓	✓	✓	✓				
	San Marco						✓	✓	✓	
	St. Catherine of Siena (SIM)									✓
	St. Francis of Assisi (SIM)									✓
	St. Gabriel the Archangel (SIM)									✓
	St. John Bosco (SIM)									✓
	St. Veronica					✓	✓	✓	✓	
AREA 4	Corpus Christi					✓				
	Fr. Frederick McGinn								✓	✓
	Our Lady of Hope			✓	✓	✓				
	Our Lady of the Annunciation						✓	✓		
	St. Brigid (SIM)								✓	✓
	St. Charles Garnier			✓	✓	✓				
	St. Joseph, Richmond Hill					✓	✓			
	St. Marguerite d'Youville (SIM)								✓	✓
	St. Mark						✓	✓		
	St. Mary							✓	✓	
	St. Mary Immaculate						✓	✓		
AREA 5	Blessed Trinity					✓	✓			
	Holy Family							✓	✓	
	Holy Jubilee		✓	✓	✓	✓	✓			✓
	St. David (SIM)		✓	✓	✓		✓		✓	✓

## Reading Recovery™ Program

### Historical Achievement on the Primary Division Assessment

All Students (L3,4)		2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	<b>2011 2012</b>	1 Year	10 Years
PROVINCE	Reading	50	54	59	62	62	61	61	62	65	<b>66</b>	+1%	+16%
	Writing	55	58	61	64	64	66	68	70	73	<b>76</b>	+3%	+21%
	Math	57	64	66	68	69	68	70	71	69	<b>68</b>	-1%	+11%
YCDSB	Reading	60	62	66	71	71	72	70	67	71	<b>70</b>	-1%	+10%
	Writing	67	68	73	78	79	79	81	82	82	<b>85</b>	+3%	+18%
	Math	66	72	72	77	79	78	79	78	73	<b>74</b>	+1%	+8%
RR	Reading	61	62	64	71	72	72	70	68	70	<b>70</b>	+0%	+9%
	Writing	66	67	72	76	78	78	80	82	79	<b>84</b>	+5%	+18%
	Math	66	72	72	77	79	77	79	77	72	<b>73</b>	+1%	+7%

- Last year, schools with Reading Recovery™ demonstrated growth on the writing (+5%) and mathematics (+1%) components of the assessment and maintained their performance from the previous year in the reading component (+0%).
- As a group, schools with Reading Recovery™ scored above the province in all three subject areas and experienced a similar level of performance to the board in all of the assessed components.

Note

- The Reading Recovery™ program was implemented from the 2001-2002 school year until the end of the 2011-2012 school year when the program was suspended.

## Reading Recovery™ Program

### Historical Achievement on the Junior Division Assessment

All Students (L3,4)		2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	<b>2011 2012</b>	1 Year	10 Years
PROVINCE	Reading	56	58	63	64	64	66	69	72	74	<b>75</b>	+1%	+19%
	Writing	54	54	59	61	61	67	67	70	73	<b>74</b>	+1%	+20%
	Math	53	57	60	61	59	61	63	61	58	<b>58</b>	+0%	+5%
YCDSB	Reading	68	70	74	74	74	74	75	77	79	<b>80</b>	+1%	+12%
	Writing	66	68	71	76	74	79	77	81	82	<b>84</b>	+2%	+18%
	Math	65	70	71	73	71	73	70	68	65	<b>65</b>	+0%	+0%
RR	Reading	67	69	73	74	74	74	74	76	79	<b>80</b>	+1%	+13%
	Writing	64	66	70	75	72	77	76	81	82	<b>84</b>	+2%	+20%
	Math	65	67	69	71	70	68	68	65	64	<b>63</b>	-1%	-2%

- Collectively, schools with the Reading Recovery™ program demonstrated improved performance from the previous year on the reading (+1%) and writing (+2%) components of the assessment and experienced a small decline in performance on the mathematics component (-1%).
- The 2008-2009 Grade 3 cohort demonstrated improvement in the reading (+10%) and writing (+4%) components and experienced a decline in mathematics achievement (-16%).

Note

- The Reading Recovery™ program was implemented from the 2001-2002 school year until the end of the 2011-2012 school year when the program was suspended.

**OFIP: Schools in the Middle**

**Historical Achievement on the Primary Division Assessment**

All Students (L3,4)		2007 2008	2008 2009	2009 2010	2010 2011	<b>2011 2012</b>	1 Year	5 Years
Province	Reading	61	61	62	65	<b>66</b>	+1%	+5%
	Writing	66	68	70	73	<b>76</b>	+3%	+10%
	Math	68	70	71	69	<b>68</b>	-1%	+0%
YCDSB	Reading	72	70	67	71	<b>70</b>	-1%	-2%
	Writing	79	81	82	82	<b>85</b>	+3%	+6%
	Math	78	79	78	73	<b>74</b>	+1%	-4%
SIM	Reading	68	63	59	68	<b>67</b>	-1%	-1%
	Writing	73	74	77	76	<b>83</b>	+7%	+10%
	Math	72	72	72	67	<b>71</b>	+4%	-1%

- As a group, Schools in the Middle (SIM) demonstrated gains in achievement on the writing (+7%) and mathematics components (+4%) and experienced a small decrease in reading achievement (-1%).
- Schools in the Middle scored above the province in all three components of the assessment and above the board in the writing and mathematics components.

**OFIP: Schools in the Middle**

**Historical Achievement on the Junior Division Assessment**

All Students (L3,4)		2007 2008	2008 2009	2009 2010	2010 2011	<b>2011 2012</b>	1 Year	5 Years
Province	Reading	66	69	72	74	<b>75</b>	+1%	+9%
	Writing	67	67	70	73	<b>74</b>	+1%	+7%
	Math	61	63	61	58	<b>58</b>	+0%	-3%
YCDSB	Reading	74	75	77	79	<b>80</b>	+1%	+6%
	Writing	79	77	81	82	<b>84</b>	+2%	+5%
	Math	73	70	68	65	<b>65</b>	+0%	-8%
SIM	Reading	74	68	73	73	<b>81</b>	+8%	+7%
	Writing	73	71	77	76	<b>83</b>	+7%	+10%
	Math	70	61	61	54	<b>62</b>	+8%	-8%

- This year, schools in the Middle demonstrated gains in achievement on the reading (+8%), writing (+7%) and mathematics (+8%) components of the assessment.
- Schools in the Middle scored above the province in all three components of the assessment.
- As a group, Schools in the Middle (SIM) experienced a greater rate of growth from the previous year than the board and the province.



**OFIP: Schools in the Middle (SIM)**

	<b>SCHOOLS</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>AREA 1</b>	Canadian Martyrs			✓
	Good Shepherd		✓	✓
	Holy Spirit	✓		✓
	Notre Dame	✓		✓
	Our Lady of Good Counsel	✓		
	Prince of Peace	✓	✓	✓
	St. Bernadette	✓		✓
	St. Elizabeth Seton	✓		
	St. Jerome		✓	✓
	St. John Chrysostom		✓	
	St. Joseph, Aurora			
	St. Nicholas			✓
	St. Paul			✓
St. Thomas Aquinas	✓	✓		
<b>AREA 2</b>	St. Benedict		✓	
	St. Francis Xavier	✓	✓	
	St. Joseph, Markham			✓
	St. Matthew	✓		✓
	St. Monica	✓		
	St René Goupil - St Luke	✓	✓	
<b>AREA 3</b>	Our Lady of Fatima	✓		✓
	San Marco		✓	✓
	St. Andrew	✓		
	St. Angela Merici			✓
	St. Catherine of Siena	✓		✓
	St. Clare			✓
	St. Clement			✓
	St. Emily	✓	✓	
	St. Francis of Assisi			✓
	St. Gabriel the Archangel			✓
	St. Gregory the Great			✓
	St. John Bosco			✓
	St. Margaret Mary			✓
	St. Peter			✓
St. Veronica	✓			

**OFIP: Schools in the Middle (SIM)**

	<b>SCHOOLS</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>AREA 4</b>	Fr. Henri Nouwen			✓
	Fr. Frederick McGinn	✓	✓	
	Our Lady Help of Christians			✓
	Our Lady of Hope			✓
	Our Lady of the Annunciation		✓	✓
	St. Anne			✓
	St. Brigid	✓	✓	✓
	St. Charles Garnier			✓
	St Joseph, Richmond Hill		✓	✓
	St. Marguerite d'Youville			✓
	St. Mary			✓
	St. Mary Immaculate		✓	
	St. Patrick, Schomberg			✓
<b>AREA 5</b>	Blessed Trinity	✓		
	Father John Kelly	✓		✓
	Holy Jubilee	✓	✓	
	Our Lady of Peace			✓
	St. David	✓	✓	✓
	St. James		✓	

**2011-2012 DESIGNATION OF SCHOOL SUPPORTS & RESOURCES**

Legend: Literacy Support Teacher Initiative (LST); Reading Recovery™ Program (RR); Primary Literacy Network (PRI-L); Intermediate Literacy Network (INT-L); French Immersion (FI); Full-Day Kindergarten Program (FDK); the Ontario Focused Intervention Program: Schools in the Middle (SIM); Collaborative Inquiry in Learning Mathematics (CIL-M); Junior Mathematics Intervention Initiative (JMI); Early Primary Collaborative Inquiry (EPCI); the Student Work Study Inquiry (SWS)

<b>Superintendent</b>	<b>Schools</b>	<b>School Supports</b>	<b>Schools</b>	<b>School Supports</b>
<b>Area 1 OPIYO OLOYA</b>	<b><u>TRUSTEE MCNICOL</u></b> Canadian Martyrs Good Shepherd Notre Dame Our Lady of Good Counsel Our Lady of the Lake (Gr. 7/8) Prince of Peace St. Bernadette St. Elizabeth Seton St. John Chrysostom St. Nicholas St. Paul St. Thomas Aquinas	RR/SIM/JMI RR/SIM/CIL-M RR/SIM/JMI RR  RR/SIM/CIL-M RR/FDK/SIM/CIL-M RR/LST/FDK  RR/SIM/JMI SIM/CIL-M RR/FDK/SIM/CIL-M	<b><u>TRUSTEE CROWE</u></b> Holy Spirit Light of Christ Our Lady of Grace St. Jerome St. Joseph, Aurora	RR/FDK/SIM/JMI RR RR RR/LST/SIM/JMI/EPCI FI
<b>Area 2 ROB LOSTRACCO</b>	<b><u>TRUSTEE COTTON</u></b> All Saints Blessed John XXIII St. Anthony St. Justin Martyr St. Matthew St. Michael St. Monica St. Rene Goupil-St. Luke	FDK PRI-L RR/PRI-L/INT-L SIM/JMI  FDK/PRI-L	<b><u>TRUSTEE MOGADO</u></b> Kateri Tekakwitha Mother Teresa San Lorenzo Ruiz Sir Richard W. Scott St. Benedict St. Edward St. Francis Xavier St. Joseph, Markham St. Julia Billiard St. Patrick, Markham St. Vincent de Paul	RR/FDK RR/PRI-L PRI-L  RR/LST/EPCI FI RR/FDK SIM/JMI  RR RR
<b>Area 3 ANDY DISEBASTIANO</b>	<b><u>TRUSTEE CARNOVALE</u></b> Immaculate Conception St. Agnes of Assisi St. Clare St. Emily St. Francis of Assisi St. Gabriel the Archangel St. Gregory the Great St. John Bosco St. Mary of the Angels St. Veronica	FI SWS RR/SIM  RR/LST/FDK/SIM SIM/LST SIM/RR RR/LST/SIM FDK	<b><u>TRUSTEE GIULIANI</u></b> Our Lady of Fatima San Marco St. Andrew St. Angela Merici St. Catherine of Siena St. Clement St. Margaret Mary St. Padre Pio St. Peter St. Stephen	SIM RR/SIM RR SIM LST/SIM FDK/SIM RR/SIM  RR/SIM EPCI

**2011-2012 DESIGNATION OF SCHOOL SUPPORTS & RESOURCES**

Legend: Literacy Support Teacher Initiative (LST); Reading Recovery™ Program (RR); Primary Literacy Network (PRI-L); Intermediate Literacy Network (INT-L); French Immersion (FI); Full-Day Kindergarten Program (FDK); the Ontario Focused Intervention Program: Schools in the Middle (SIM); Collaborative Inquiry in Learning Mathematics (CIL-M); Junior Mathematics Intervention Initiative (JMI); Early Primary Collaborative Inquiry (EPCI); the Student Work Study Inquiry (SWS)

<b>Superintendent</b>	<b>Schools</b>	<b>School Supports</b>	<b>Schools</b>	<b>School Supports</b>
<b>Area 4 MARY DEVEAUX</b>	<b><u>TRUSTEE CROWE</u></b> Holy Name St. Brigid St. Mark St. Mary St. Patrick, Schomberg	RR RR/LST/SIM/JMI/EPCI RR/FDK/JMI RR/SIM/JMI RR/FDK/SIM/JMI	<b><u>TRUSTEES STONG/MAZZOTTA</u></b> Christ the King Corpus Christi Fr. Henri Nouwen Fr. Frederick McGinn Our Lady Help of Christians Our Lady of Hope Our Lady of the Annunciation Pope John Paul II St. Anne St. Charles Garnier St. Joseph, Richmond Hill St. Marguerite d'Youville St. Mary Immaculate	RR/FI FDK SIM/JMI LST/ SWS RR/SIM/JMI SIM/JMI RR/SIM/JMI  RR/SIM/JMI RR/FDK/SIM/JMI RR/ SIM/JMI RR/LST/SIM/JMI
<b>Area 5 MARY BATTISTA</b>	<b><u>TRUSTEE FERLISI</u></b> Blessed Scalabrini Holy Family Our Lady of the Rosary St. Cecilia St. Joseph the Worker	FDK RR/ FDK RR FDK/INT-L/SWS PRI-L	<b><u>TRUSTEE CIARAVELLA</u></b> Blessed Trinity Divine Mercy Fr. John Kelly Holy Jubilee Our Lady of Peace St. David St. James St. Raphael the Archangel	RR/PRI-L RR/FDK/PRI-L RR/SIM/INT-L RR/LST/EPCI/SWS RR/SIM/JMI/FI LST/SIM/JMI INT-L FDK/PRI-L

## GRADE 9 ASSESSMENT OF MATHEMATICS

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The Grade 9 Assessment of Mathematics conducted by EQAO measures student achievement of the Grade 9 expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics*. The assessment is intended to provide a snapshot of student achievement on the assessment unit and to supplement the comprehensive information that is collected by teachers from various classroom assessments. The assessment provides multiple opportunities for students, enrolled in academic and applied math programs, to demonstrate what they know and what they can do in relation to the mathematical strands (*number sense and algebra, relationships, measurement and geometry, and analytical geometry*) and categories (*knowledge and understanding, communication, problem solving, and application*).

### Reporting Student Achievement

Student achievement is reported on an assessment scale that reflects the four achievement levels in *The Ontario Curriculum*.

- Level 4 identifies achievement within the provincial curriculum that is **above** the provincial standard.
- Level 3, the **provincial standard**, identifies a high level of achievement of the provincial expectations and is equivalent to 70 per cent (a “B”) or higher.
- Level 2 identifies achievement that is **below, but approaching**, the standard.
- Level 1 identifies achievement that falls **below** the provincial standard.

EQAO reports the results in two ways to ensure that schools with large numbers of students in Special Education or with a high percentage of sick or absent students are not penalized. “All Students” includes all children who were eligible to participate in the assessment while “Participating Students” excludes those students who provided no data (i.e., students who were unable to write the assessment due to temporary circumstances, e.g., medical reasons, as well as students who were absent on the day of the test).

EQAO requires that schools and boards present the information using “All Students” to ensure consistency of reporting across the province. As a result, achievement results in this report are stated as a percentage of all students in grade 9 mathematics courses, including students who provided ‘no data’.

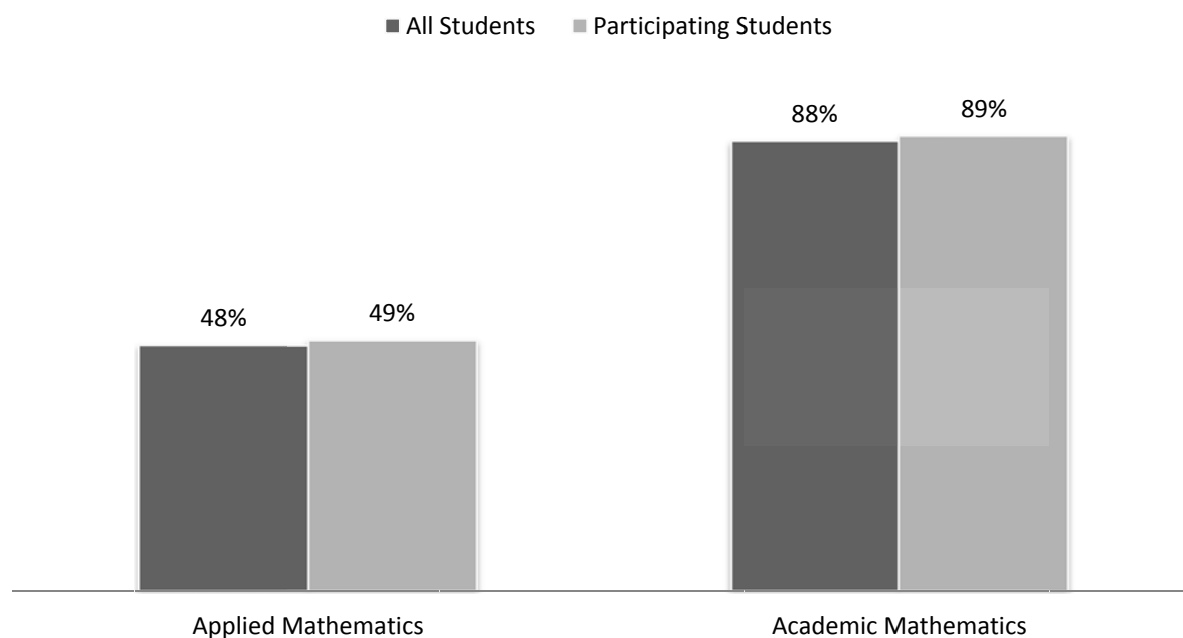
## Grade 9 Mathematics Achievement Highlights for the Board

### All Students<sup>3</sup> (includes the four achievement categories, “below level 1” and “no data” categories)

- Of the students who were eligible to write the assessment, more than four-fifths of the students enrolled in Grade 9 academic mathematics courses (88%) and less than half of the students registered in Grade 9 applied mathematics courses (48%) achieved the provincial standard. Please refer to All Students in the chart below.

### Participating Students (excludes the “no data” category)

- Approximately nine out of every ten students taking Grade 9 academic mathematics courses (89%) and just under half of the students in Grade 9 applied mathematics courses (49%) who actually wrote the assessment (Participating Students) achieved the provincial standard. Please refer to Participating Students in the chart below.



This year, over a quarter of students taking Grade 9 mathematics courses reported that they attended three or more elementary schools from Kindergarten to Grade 8 (*academic 28%, n=929; applied math 30%, n= 256*).

<sup>3</sup> Results for All Students include students at the four levels of achievement, students who took part in the assessment but did not provide any data (i.e., students who did not complete any part of the assessment due to absences for medical or other reasons), as well as those students whose responses could not be assigned a level because they did not demonstrate sufficient achievement of the curriculum expectations (i.e., below level 1 or below 50%).

Explanatory Note: In 2006-2007, student exemptions were no longer permitted. In 2004-2005, the category for students who did not provide enough information for their responses to be scored (i.e., NEIS) was eliminated and students are assigned a level based on the work submitted.

## Grade 9 Historical Achievement for the Board

Students attending secondary schools in York Catholic District School Board who were eligible to participate in the Grade 9 Assessment of Mathematics performed as follows:

**Academic Mathematics Program (All Students)**

Grade 9 Academic	No. of Students	Exempt	No Data	NEIS <sup>4</sup>	Below Level 1	Level 1	Level 2	Level 3	Level 4
<b>2012</b>	<b>3580</b>	--	<1%	--	<1%	<b>3%</b>	<b>8%</b>	<b>71%</b>	<b>17%</b>
2011	3492	--	<1%	--	<1%	3%	7%	73%	16%
2010	3402	--	<1%	--	<1%	2%	9%	74%	14%
2009	3469	--	<1%	--	<1%	4%	13%	70%	12%
2008	3327	--	<1%	--	<1%	5%	13%	72%	10%
2007	3338	--	1%	--	<1%	5%	16%	68%	9%
2006	2998	<1%	1%	--	<1%	6%	16%	70%	7%
2005	2996	<1%	1%	--	1%	7%	18%	67%	6%
2004	2923	<1%	<1%	<1%	<1%	10%	14%	67%	9%
2003	2827	<1%	<1%	<1%	<1%	11%	16%	65%	7%
2002	2585	<1%	1%	<1%	<1%	12%	16%	64%	6%
2001	2349	1%	1%	2%	5%	14%	27%	46%	5%

- At the time that the assessment was conducted in 2012, the board had 3,580 students in Grade 9 academic mathematics courses attending 141 classes in 15 schools.
- Since the assessment was first administered, there has been a fairly consistent pattern of improvement in the proportion of students achieving levels 3 and 4 and a decrease in the proportion of students achieving levels 1 and 2. This year, there was a small decrease in the proportion of students achieving the standard and a corresponding increase in the proportion of students approaching the standard.
- Less than one percent (<1%) of the students enrolled in Grade 9 academic mathematics courses provided insufficient data to be assigned a level (i.e., below level 1) or 'no data' (i.e., they who did not complete any part of the assessment due to absences for medical or other reasons).

<sup>4</sup> In 2006-2007, student exemptions were no longer permitted. In 2004-2005, EQAO eliminated the category NEIS (i.e., students who did not provide enough information for their responses to be scored) and assigned students a level based on the work submitted.

**Applied Mathematics Program (All Students)**

<b>Grade 9 Applied</b>	<b>No. of Students</b>	<b>Exempt</b>	<b>No Data</b>	<b>NEIS</b>	<b>Below Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>2012</b>	<b>929</b>	--	<b>3%</b>	--	<b>2%</b>	<b>13%</b>	<b>35%</b>	<b>40%</b>	<b>8%</b>
2011	911	--	3%	--	5%	12%	35%	38%	7%
2010	1,053	--	1%	--	2%	13%	37%	37%	9%
2009	939	--	3%	--	4%	13%	38%	36%	7%
2008	883	--	2%	--	4%	14%	42%	32%	5%
2007	900	--	4%	--	5%	10%	41%	36%	5%
2006	959	1%	3%	--	3%	9%	37%	39%	8%
2005	871	1%	3%	--	7%	17%	40%	32%	<1%
2004	874	1%	1%	3%	8%	19%	45%	23%	<1%
2003	798	3%	3%	2%	8%	23%	40%	21%	<1%
2002	734	1%	3%	3%	11%	21%	40%	20%	0%
2001	650	2%	3%	9%	19%	26%	29%	12%	<1%

- At the time the assessment was conducted in 2012, the board had 929 students in Grade 9 Applied mathematics courses attending 67 classes in 16 schools.
- This year, there was a decrease in the proportion of students who scored 'below level' (-3%) and a small increase in the proportion of students not meeting the standard (level 1: +1%) from the previous year.
- Since the assessment was first administered, there has been a considerable decrease in the proportion of students achieving below level 1, level 1 and an increase in the proportion of students achieving, and surpassing the standard. Over the last five administrations of the assessment, the proportion of students achieving level 2 has consistently declined.



## Student Performance on the Grade 9 Assessment of Mathematics: Levels 3, 4 &amp; Levels 1, 2

**Grade 9 Mathematics Achievement (All Students): Levels 3, 4 & Levels 1, 2**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

YEAR	Grade 9 Academic Mathematics		Grade 9 Applied Mathematics	
	Board % (L3,4)	Board % (L1,2)	Board % (L3,4)	Board % (L1,2)
<b>2011-12</b>	<b>88</b>	<b>11</b>	<b>48</b>	<b>48</b>
2010-11	89	10	45	47
2009-10	89	11	47	50
2008-09	82	17	43	51
2007-08	82	18	37	56
2006-07	77	21	41	51
2005-06	77	22	46	46
2004-05	73	25	32	57
2003-04	76	24	23	64
2002-03	72	27	21	63
2001-02	70	28	20	61
2000-01	51	41	12	55

Since the administration of the first Grade 9 Assessment of Mathematics in 2001, the board has demonstrated a *considerable increase* in the percentage of Grade 9 students meeting and exceeding the standard (levels 3 and 4) in both the academic and applied mathematics programs.

Over the twelve-year period, there has been a considerable decrease in the proportion of Grade 9 students in the *academic mathematics* program approaching (level 2) or falling far below (level 1) the standard. The rate of growth, over the same period, for students in the *applied mathematics* program who did not meet the standard has not been as consistent.

## Comparison of Grade 9 Assessment Results: York Catholic DSB and the Province

### Grade 9 Academic Mathematics Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
ACADEMIC	YC	72%	76%	73%	77%	77%	82%	82%	89%	89%	<b>88%</b>	-1%	+6%	+16%
	ON	66%	68%	68%	71%	71%	75%	77%	82%	83%	<b>84%</b>	+1%	+9%	+18%

- Students in Grade 9 academic mathematics courses attending schools in the board scored above students attending schools across the province (+4%). Four out of every five students enrolled in Grade 9 academic mathematics courses in the board (YC: 88%) and across the province (ON: 84%) achieved the provincial standard on this year's assessment.
- Both the board and the province demonstrated little change on the academic mathematics assessment from the previous year (YC: -1%; ON: +1%).
- Over the ten-year period, both the board and the province demonstrated a fairly similar rate of growth (YC: +16%; ON: +18%).

### Grade 9 Applied Mathematics Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
APPLIED	YC	21%	23%	32%	46%	41%	37%	43%	47%	45%	<b>48%</b>	+3%	+11%	+27%
	ON	21%	26%	27%	35%	35%	34%	38%	40%	42%	<b>44%</b>	+2%	+10%	+23%

- Students enrolled in Grade 9 applied mathematics courses in the board scored above students attending schools across the province (+4%).
- Less than half of the students in the board and across the province achieved the provincial standard (YC: 48%; ON: 44%).
- Both students in Grade 9 applied mathematics courses in the board and across the province demonstrated improvement from the previous administration of the assessment (YC: +3%; ON: +2%). Students across the province experienced their fifth year of continuous improvement.
- Over the last ten administrations of the assessment, the board demonstrated a greater rate of improvement compared to the province (YC: +27%; ON: +23%).

## Grade 9 Mathematics Achievement by Gender

### Grade 9 Academic Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
ACAD. MATH	Males	72%	76%	75%	77%	78%	83%	84%	88%	90%	<b>89%</b>	-1%	+6%	+17%
	Females	71%	75%	73%	78%	77%	81%	81%	89%	89%	<b>88%</b>	-1%	+7%	+17%

- More than four-fifths of the male and female students enrolled in Grade 9 academic mathematics courses in the board (males: 89%; females: 88%) met the standard on this year's administration of the assessment. This represents a decrease in achievement for both male and female students from the previous year (males -1%; females -1%).
- Over the last ten administrations of the assessment, male and female students enrolled in Grade 9 academic mathematics courses in the board demonstrated a similar rate of growth compared to males (males +17%; females +17%).
- This year's assessment results indicated virtually no gender achievement gap in mathematics (+1%).

### Grade 9 Applied Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
APPL. MATH	Males	21%	25%	33%	45%	42%	35%	47%	51%	48%	<b>47%</b>	-1%	+12%	+26%
	Females	21%	21%	34%	48%	40%	39%	36%	41%	42%	<b>49%</b>	+7%	+10%	+28%

- Less than half of the male and female students enrolled in Grade 9 applied mathematics courses in the board (males: 47%; females: 49%) met the standard on this year's administration of the assessment. This represents an increase in achievement for female students from the previous year and a small decline in performance for male students (males -1%; females +7%).
- This year, slightly more female (+2%) than male students enrolled in Grade 9 applied mathematics courses met the standard (males 47%; females: 49%) reversing the previous gender achievement gap from the previous four administrations of the mathematics assessment.
- Over the last ten administrations of the assessment, male and female students enrolled in applied math classes demonstrated a fairly similar rate of growth (males +26%; females +28%).

## Grade 9 Mathematics Achievement for English Language Learners

**Grade 9 Mathematics Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
<b>Acad.</b>	ELL	76%	65%	79%	83%	75%	75%	76%	79%	78%	<b>88%</b>	+10%	+13%	+12%
<b>Appl.</b>	ELL	19%	17%	54%	35%	39%	29%	29%	46%	24%	<b>46%</b>	+22%	+17%	+27%

- Four-fifths of English Language Learners enrolled in Grade 9 academic mathematics courses (88%) and approximately a half of these students taking Grade 9 applied mathematics courses (46%) met or exceeded the standard (levels 3 & 4) on the most recent administration of the assessment.
- This represents a considerable increase in performance, from the previous year, for English Language Learners enrolled in applied mathematics programs (Applied +22%; Academic +10%).
- One percent of students enrolled in Grade 9 academic mathematics courses (1%, n=25) and one percent of students in Grade 9 applied mathematics courses (1%, n=13) who were eligible to participate in the Grade 9 Assessment of Mathematics were reported to be English Language Learners. This represents a decrease in the proportion of English Language Learners taking applied math (-1%) and no change in students taking academic math (+0%) courses from the previous year.
- Approximately one fifth of English Language Learners enrolled in mathematics classes (*applied 16%, n=138; academic 19%, n=630*) reported that they spoke another language as often as English at home.
- Fewer than ten percent of English Language Learners in these classes reported that they spoke only or mostly a language other than English at home (*academic 9%, n=288; applied math 6%, n=50*).
- One percent of English Language Learners in the Grade 9 academic mathematics program (1%, n=24) and one percent of students in the Grade 9 applied mathematics program (1%, n=13) were reported to have received one or more special provisions. This represents a small decrease (-1%) in the proportion of English Language Learners in the applied math program who wrote the assessment from the previous year and no change (+0%) for students enrolled in the academic math program.

## Grade 9 Mathematics Achievement for Students with Special Education Needs

### Grade 9 Mathematics Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
		L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
ACAD.	Spec Ed	49%	47%	59%	59%	63%	61%	63%	82%	75%	<b>76%</b>	+1%	+15%	+27%
APPL.	Spec Ed	15%	16%	20%	37%	30%	28%	32%	36%	32%	<b>36%</b>	+4%	+8%	+21%

- Three-quarters of the students with special education needs in Grade 9 academic mathematics courses (76%) and a third of the students in Grade 9 applied mathematics courses (36%) met or exceeded the standard on the most recent administration of the assessment. Students with special education needs enrolled in both mathematics programs demonstrated improvement from the previous administration of the assessment (academic +1% and applied +4%).
- Five percent of students in the Grade 9 academic mathematics program (5%,  $n=168$ ) and forty percent of students in the Grade 9 applied mathematics program (40%,  $n=371$ ) who were eligible to participate in the assessment were students who were formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who had an Individual Education Plan (IEP). Students whose sole identified exceptionality is gifted were not included in this category.
- Four percent of students in the Grade 9 academic mathematics program (4%,  $n=141$ ) and thirty-two percent of students in the Grade 9 applied mathematics program (32%,  $n=292$ ), who participated in the most recent administration of the provincial assessment, received one or more accommodations to write the test. This represents no change in the proportion of students with special needs in the academic math program (+0%) who wrote the assessment with accommodations from the previous year and a decrease in the proportion for students with special needs in the applied math program (-9%) who received accommodations.

## Grade 9 Mathematics Achievement by Semester of Study

**Grade 9 Academic Mathematics Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Gr 9 ACAD.	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4	L 3,4			
Sem. 1	71%	75%	70%	76%	74%	78%	82%	90%	87%	<b>87%</b>	+0%	+9%	+16%
Sem. 2	72%	76%	77%	79%	81%	86%	83%	87%	92%	<b>90%</b>	-2%	+4%	+18%

- Approximately four out of every five students in Grade 9 academic mathematics courses who wrote the assessment in semesters 1 and 2 (87% and 90% respectively) met or exceeded the standard (levels 3 & 4).
- Students enrolled in Grade 9 academic mathematics courses during the first semester maintained their level of performance from the previous year (+0%) while those students taking academic math courses during the second semester experienced a decline in achievement (-2%).
- Of the students in Grade 9 academic mathematics courses who were eligible to participate in the assessment, forty-eight percent of these students (48%) wrote the test in the first semester compared to fifty-two percent of these students (52%) who wrote it during the second semester.

**Grade 9 Applied Mathematics Achievement (All Students): Levels 3, 4**

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Gr 9 APPL.	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	1 Year	5 Years	10 Years
	L3,4	L3,4	L3,4	L3,4	L3,4	L3,4	L3,4	L3,4	L3,4	L 3,4			
Sem. 1	19%	21%	31%	46%	38%	34%	40%	47%	39%	<b>49%</b>	+10%	+15%	+30%
Sem. 2	23%	25%	36%	47%	43%	40%	46%	46%	52%	<b>47%</b>	-5%	+7%	+24%
Full Year	n/a	15%	12%	n/a	48%	n/a	n/a	33%	n/a	<b>n/a</b>	--	--	--

- Almost half of the students enrolled in Grade 9 applied mathematics courses in the first semester (49%) and the second semester (47%) met or exceeded the standard.
- Only students enrolled in Grade 9 applied mathematics courses in the first semester demonstrated improvement (1<sup>st</sup> semester +10%. 2<sup>nd</sup> semester -5%) from the previous administration of the assessment.
- Of the students in Grade 9 applied mathematics courses who were eligible to participate in the assessment, forty-nine percent of these students wrote the test in the first semester (49%) compared to fifty-one percent of these students (51%) who wrote it during the second semester.

## Performance Targets for the Grade 9 Assessment of Mathematics

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In the York Catholic District School Board, annual performance targets are established for the Grade 9 Assessment of Mathematics. Student performance and the targets established for the 2012 Grade 9 Assessment of Mathematics are presented in the table below.

### ALL STUDENTS

Assessment	Students Achieving Levels 3 & 4	Projected Increase	Actual Increase
Grade 9 Academic Mathematics	88%	+ 1%	- 1%
Grade 9 Applied Mathematics	48%	+2%	+ 3%

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### STUDENTS WITH SPECIAL EDUCATION NEEDS

Assessment	Students Achieving Levels 3 & 4	Projected Increase	Actual Increase
Grade 9 Academic Mathematics	76%	+ 2%	+ 1%
Grade 9 Applied Mathematics	36%	+ 2%	+ 4%

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## ONTARIO SECONDARY SCHOOL LITERACY TEST

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The March 2012 Ontario Secondary School Literacy Test (OSSLT) results report on two groups of students: “first-time eligible students” and “previously eligible students.” First-time eligible students are students who entered Grade 9 during the 2010-2011 school year and any others who were placed in this cohort.

Previously eligible students were eligible to write the test in March 2012 if they were not successful during a previous administration of the test, or were absent or deferred from a previous administration. Students who are not successful must successfully complete the Literacy Test or, alternatively, the Ontario Secondary School Literacy Course (OSSLC) – which is one of thirty-two requirements of the Ontario Secondary School Diploma (OSSD).

### Highlights of Achievement on the 2012 Literacy Test

- Of the 4,424 students who were eligible to take the test for the first time, 97% actually wrote the test and the remainder were absent on the day of the test or were deferred from writing the test. The percentage of students participating in the test has remained fairly stable over the past eight years.
- Of the 4,309 students who actually wrote the test for the first time, 89% of these students were successful.
- When all first-time eligible students are factored into the overall success rate for the 2010-2011 Grade 9 cohort (i.e., students who actually wrote the test and students who were absent or deferred) the percentage of students who were successful is 86%. (Deferrals are granted by school principals to students who are not ready to write the literacy test.)
- Since the first administration of the Literacy test ten years ago, the success rate for first-time eligible students who actually wrote the test has increased by +12% for the Board compared to +7% for the province.
- Of the 548 students who rewrote the test, 60% of these students were successful.
- Both first-time eligible students and students who retook the test wrote the OSSLT on March 29, 2012.

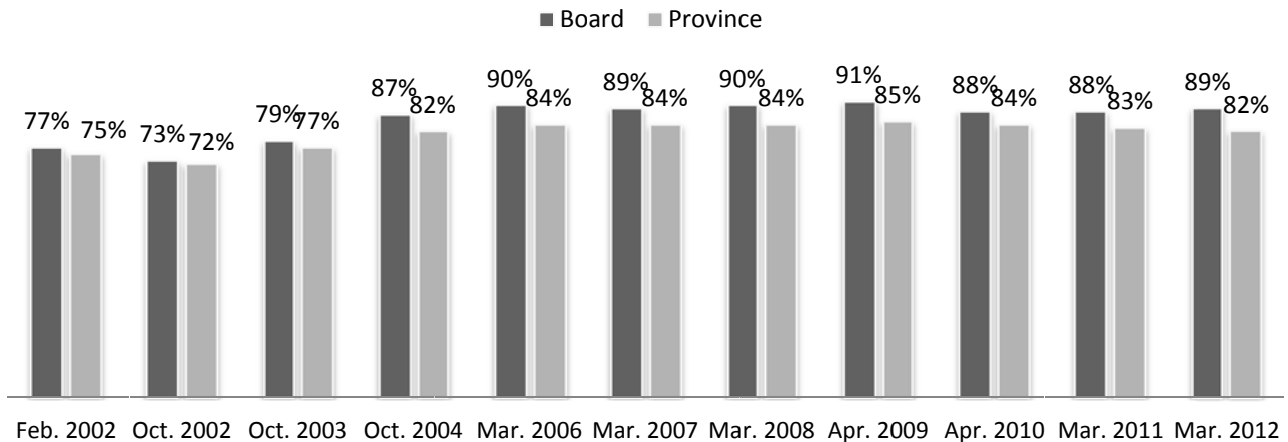
## First-Time Eligible Students: Historical Data

Assessment results from the March 2012 administration of the Ontario Secondary School Literacy Test (OSSLT) indicate that eighty-nine percent (89%) of first-time eligible students in the Board and eighty-two per cent (82%) of first-time eligible students across the province who fully participated in the test were successful. These results represent an increase for the Board since the previous administration of the Literacy Test and declining achievement over the last four years for the province.

Results since the first administration of the Ontario Secondary School Literacy Test indicate an increase of +12% in the proportion of first-time eligible students in the Board passing the Literacy Test compared to an increase of +7% for students attending schools across the province.

Results for Fully Participating<sup>5</sup> First-Time Eligible (FTE) students in the Board and across the province who were successful on the Literacy Test since its first administration

Fully Participating Students	Board	Province
<b>Mar. 2012</b>	<b>89%</b>	<b>82%</b>
Mar. 2011	88%	83%
Apr. 2010	88%	84%
Apr. 2009	91%	85%
Mar. 2008	90%	84%
Mar. 2007	89%	84%
Mar. 2006	90%	84%
Oct. 2004	87%	82%
Oct. 2003	79%	77%
Oct. 2002	73%	72%
Feb. 2002	77%	75%



<sup>5</sup> Results for Fully Participating First-Time Eligible Students are based on all students in the cohort who are working to obtain an Ontario Secondary School Diploma (OSSD) and excludes those students who were absent or deferred from writing the test.

## First-Time Eligible Students: Contextual Information

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- Results for Fully Participating Students - More first-time eligible students attending York Catholic schools who ***actually wrote the test*** were successful on the Literacy Test (89%) compared to students attending schools across the province (82%). There was an increase in the performance of first time eligible students attending schools in the York Catholic District School Board (+1%) and a decrease in the performance of students across the province (-1%). Over the last four administrations of the Literacy Test, there has been a small but steady decline in the performance of students attending schools across the province.
- Results for All Eligible Students - Of the students who were ***eligible to write the test***, 86% of students in the Board were successful, maintaining a fairly similar rate of success (+0%) compared to the previous year. Results for all eligible students includes those who were absent or deferred from writing the test.
- Over time, the same proportion of first-time eligible students in York Catholic have been absent or deferred (1%) from writing previous administrations of the test. This year, there was a small increase in the percentage of students who were deferred (+1%) from the previous year.
- More female students who wrote the test (91%) were successful compared to male students (86%). Both male and female students demonstrated improvement in their performance from the previous year (+1%).
- This year, there was roughly the same proportion of students with special education needs {excluding gifted} writing the test compared to the previous year and these students (+3%) experienced an increase in achievement. Students who were accommodated with an IEP & IPRC (+2%) also experienced an increase in achievement. While students who were accommodated with an IEP only (+0%) maintained their level of performance from the previous year.
- There were more English language learners who wrote the Literacy test compared to the previous year and these students demonstrated an improvement in performance from the previous year (+6%).
- As in previous administrations of the test, a larger proportion of students enrolled in an academic English course successfully completed the Literacy Test compared to students enrolled in other English courses.
- Both students taking applied English (+1%) and ESL/ELD English (+7%) courses demonstrated improvement from the previous year. While students taking academic (-1%) and locally developed compulsory credit English (-10%) courses experienced a decline in achievement from the previous year.

<u>English Course</u>	Success Rate	Percent Change
Academic:	95%	-1%
Applied:	53%	+1%
Locally Developed:	24%	-10%
ESL/ELD:	55%	+7%

Results for First-Time Eligible Students in the Board who were successful on the Literacy Test by Contextual Information

First-Time Eligible Students	Successful			
	Absent	Deferred	All Students <sup>6</sup>	Fully Participating <sup>7</sup>
<b>Eligible Students</b> ( <i>N</i> = 4,424)	1% (+0%)	2% (+1%)	86% (+0%)	<b>89% (+1%)</b>
<b>Females</b> ( <i>N</i> = 2,224)	1% (+0%)	1% (+0%)	90% (+2%)	<b>91% (+1%)</b>
<b>Males</b> ( <i>N</i> = 2,200)	1% (+0%)	2% (+0%)	83% (+0%)	<b>86% (+1%)</b>
<b>English Language Learners</b> ( <i>N</i> = 92)	2% (-1%)	10% (-5%)	59% (+9%)	<b>67% (+6%)</b>
<b>Students with Special Education Needs (excluding gifted)</b> ( <i>N</i> = 607)	1% (-1%)	8% (+2%)	55% (+3%)	<b>60% (+3%)</b>
<b>Students with Special Education Needs Receiving Accommodations (IEP Only)</b> ( <i>N</i> = 146)	1% (-1%)	0% (+0%)	61% (+0%)	<b>62% (+0%)</b>
<b>Students with Special Education Needs Receiving Accommodations (IEP and IPRC)</b> ( <i>N</i> = 365)	1% (-1%)	0% (+0%)	56% (+2%)	<b>57% (+2%)</b>
<b>Academic Level English</b> ( <i>N</i> = 3,706)	<1% (+0%)	<1% (+0%)	94% (-1%)	<b>95% (-1%)</b>
<b>Applied Level English</b> ( <i>N</i> = 571)	1% (+0%)	2% (-1%)	51% (+2%)	<b>53% (+1%)</b>
<b>Locally Developed English</b> ( <i>N</i> = 50)	4% (+0%)	46% (+19%)	12% (-12%)	<b>24% (-10%)</b>
<b>Taking ESL/ELD Course</b> ( <i>N</i> = 77)	1% (-2%)	42% (+17%)	31% (-3%)	<b>55% (+7%)</b>

<sup>6</sup> Results for All Students are based on eligible students from the 2010-2011 Grade 9 cohort who are working to obtain an Ontario Secondary School Diploma (OSSD) and include students who were absent, as well as, those who were deferred from writing the test.

<sup>7</sup> Results for Fully Participating are based on students in the 2010-2011 Grade 9 cohort who actually wrote the test and are working to obtain an Ontario Secondary School Diploma (OSSD). These results exclude students who were absent or deferred from writing the test.

## Performance Targets for First-Time Eligible Students

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This year, eighty-nine percent of fully participating first-time eligible students in York Catholic District School Board were successful on the Literacy test. For the March 2012 administration of the Literacy test, the Board established a target of +1% for fully participating students. An increase in the rate of success was also predicted for students with special education needs. The predicted rate of growth and the actual increase are listed in the table below.

<b>First-time Eligible Students</b>	<b>Actual Results</b>	<b>Predicted Target</b>	<b>Actual Increase</b>
Fully Participating Students	89%	+1%	+1%
Students with Special Education Needs	60%	+2%	+3%